DOCUMENT RESUME

ED 030 393 HE 000 966

By-Gillin, Sister Caroline M.
Simulation to Facilitate Faculty Participation in College Government.
Wayne State Univ., Detroit, Mich.
Pub Date 69
Note-209p.
EDRS Price MF-$1.00 HC-$10.55
Descriptors-*Administrative Organization, *College Faculty, Decision Making, Game Theory, *Governance, Institutional Administration, *Simulation, *Teacher Participation

The purpose of this doctoral dissertation was to explore the use and effectiveness of a simulation technique in promoting faculty participation in college government. The college selected for the study is a private, liberal arts institution in the Midwest which is operated by a Roman Catholic religious order, has a student enrollment of almost 1,100, and 81 full-time faculty members. Several measurement instruments were used to obtain data about the faculty, their current participation in governance and areas of desired participation, and their descriptions of an "ideal" college and of the actual college. The simulation materials used in the experiment were adapted from Clark C. Abt's "An Education System Planning Game." During simulation sessions, faculty members assumed faculty and administrator roles and proposed ways of implementing their participation in governance as suggested by lists of data that were developed for the sessions. Their revised proposal was submitted to an Ad Hoc Committee which developed a new decision-making body, the College Council, which replaced the former Administrative Council and provided for more representative involvement in decision-making by faculty, students, and administrators. Study findings indicate that the simulation technique can be a key method in strengthening the possibilities of "community" government as a pattern of organization for a college. (WM)

ED030393

SIMULATION TO FACILITATE FACULTY PARTICIPATION IN COLLEGE GOVERNMENT

by

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A DISSERTATION

Submitted to the Office for Graduate Studies,
Graduate Division of Wayne State University,
Detroit, Michigan
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HE000 966

ACKNOWLEDGEMENTS

To innovate is to risk, and those who support innovators also take risks. And yet, during the time of this research "venture," encouragement and inspiration continually came from all sides. These persons deserve special recognition for their generous contributions of time and services; without their assistance, the study could not have proceeded so well.

Abt Associates, Incorporated (one of the largest and best known developers of Simulation Materials and Models), who solve problems for industry, education, and government, did much to insure the success of the experimental treatment used in this study. Two of their personnel, Miss Elinor Gollay and Mrs. Linda Elbow, critically reviewed the newly developed Simulation Materials and conducted Simulation Session I. Their expertise in the area of gaming was a major factor in the attainment of the objectives of the first Session. On their own time, Miss Gollay and Mrs. Elbow also carefully read the Materials prepared for Simulation Session II. Although weather conditions delayed her arrival, Mrs. Elbow assisted in the de-briefing and evaluation of the second Session. Without their enthusiastic and continuous support (despite their heavy schedules) the Sessions could not have gone so well.

Gratitude is also in order to the Council Members of the "Consortium for Development of Research Potential in Education (Office of Education)" who authorized partial support of this study.

Even though important assistance was available from Abt Asso-

ciates, Incorporated, and from the "Consortium," the study would have been sterile without the special interest and cooperation of the Administration and Faculty of the College, who participated in the experimental use of Simulation. Gratitude is sincerely extended to these innovative Administrators and Faculty.

Genuine appreciation is expressed to the many persons at the Wayne State University Computing and Data Processing Center who made the statistical analysis of the data feasible.

It is difficult to give the thanks that are in order to John C. Sullivan, Ph.D., DeLisle Crawford, Ph.D., Shmuel Ben-Dor, Ph.D., Wm. Reitz, Ph.D., members of the Doctoral Dissertation Committee, who saw merit in the study and gave their approval to it. Their interest and support helped to sustain the motivation that originally prompted the study.

A very special and personal THANK YOU is warmly extended to Dr. Wm. Reitz, Professor of Educational Evaluation and Research. Dr. Reitz's constant and personal way of stimulating his students was probably the ingredient that brought the study to its successful and happy ending.

Finally, acknowledgement is due to Mrs. Mae McDaid and Mrs. Florence Crowe, who typed the first copies of the manuscript, and especially to Mrs. Veronica Randall, who prepared the final copy of the manuscript.

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CHAPTER I

PARTICIPATIVE-GOVERNMENT EXPEDITED THROUGH SIMULATION

Colleges, as well as other educational establishments, are being challenged today to introduce changes in their current governmental patterns. But, for all the criticisms being leveled at institutions of higher learning, few constructive means are presented as viable plans which would permit varying modes of action.

Simulation methods provide dramatic, and yet efficient procedures, for trying out alternative patterns of operation. Because of this characteristic of simulation, it can help the persons involved decide which plans are most workable and most acceptable to both the groups urgently pressing for change, and to the establishment itself.

This study employs a simulation method for just such a situation. However, before the technique and its results can be discussed, it is necessary to review college governmental patterns and relate them to new trends for organizational decision-making.

Traditionally, the values of academic freedom have provided the ground rules for college decision-making practices. To preserve this freedom, colleges have endeavored to build "up a practice of community as the fundamental basis of organization."[1] But, with their expansion of buildings, faculty, students, and curricula, colleges have been attracted to bureaucratic patterns as a more efficient means of management. In taking on the principles of big business, colleges tend to lose those features which distinguish them from the industrial organizations which surround them. But colleges are not organizations like governmental agencies or secular businesses. Interestingly enough, this trend towards bureaucracy in college government is gaining momentum just as the bureaucratic organizations are coming to realize the importance of involving their many employees in company management.

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[1] John D. Millett, The Academic Community: An Essay on Organization (New York: McGraw-Hill Book Co., 1962), p. 61.

> . . . . The Ohio State studies, particularly, showed how far behind even the military and industry the university administration is in achieving some kind of more participative and less authoritarian administrative relationships.[1]

Gibb thinks this is due to the fact that the product of higher education is so difficult to measure. Because of this ambiguous situation, the

> . . . university has preserved a historical isolation from social pressures; and administrative behavior is often strangely medieval and out of touch with the vigorous demands of democratic growth. The university, strangely, is sometimes a citadel for autocratic administrative behavior.[2]

Anderson, questioning the tendency of colleges to assume more and more bureaucratic dimensions, poses these questions among others: "Is bureaucracy to prevail and freedom to be restricted? Could community become a viable pattern for university organization?"[3]

"Community" is not easy to define, but since it is necessary to limit its meaning for the purpose of this discussion, it will be conceptualized as an aggregate of highly specialized persons who make policy decisions and operate through committees and discussion. Hence, people-power, not any self-power, is important to promote solidarity and personal relationships. Within this context, however, "individual members of communities . . . have operational autonomy."[1] And so, for the purposes of this study, "community" is equated with "group-participative" government.

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[1] Jack R. Gibb, "Dynamics of Leadership," in In Search of Leaders, ed. by G. Kerry Smith (Washington, D.C.: American Association for Higher Education, 1967), p. 64.

[2] Ibid., p. 64.

[3] G. Lester Anderson, "The Organizational Character of American Colleges and Universities," in The Study of Academic Administration, ed. by Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), p. 19.

In order to stem the trend of further bureaucratization, it becomes urgent to find ways to let college faculties and administrators experiment, not only in their quest for efficient management, but also to maintain and strengthen those qualities which characterize them as institutions of higher education. The need for developing ways and means of engaging college faculty members in college government was suggested by Algo H. Henderson[2] in 1963 at the Eighteenth Annual National Conference in Higher Education; by T. R. McConnell,[3] in the same year at the Fifth Annual Institute on College Self Study; and by Walter E. Sindlinger[4] in 1964 at a meeting of the Institute of Higher Education. Even John J. Corson (1960), who tends to be more conservative about faculty participation in the government of colleges, calls for case studies of how faculties and administrators work together.[1]

---

[1] Anderson, "Organizational Character," p. 15.

[2] Algo D. Henderson, "Improving Decision Making Through Research," in Current Issues in Higher Education, ed. by G. Kerry Smith (Washington, D.C.: American Association for Higher Education, 1963), pp. 155-56.

[3] T. R. McConnell, "Needed Research in College and University Organization and Administration," in The Study of Academic Administration, ed. by Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), p. 115.

[4] Walter E. Sindlinger, "Involving Faculty Members in Institutional Policy Formulation," in Cooperative Long-Range Planning in Liberal Arts Colleges, ed. by Earl J. McGrath (New York: Bureau of Publications, Teachers College, Columbia University, 1964), p. 75.

Purpose of the Study

It is the purpose, then, of this study to explore the use of an innovative method, simulation, as a method for promoting faculty participation in college government. Simulation is best defined for the purposes of this study as an enactment of a problem situation in an abbreviated time period during which the participants must develop workable and acceptable solutions to the problems.

More specifically, the aim of this research project is twofold:

1. to use a simulation method as a sensitizing technique, and
2. to measure its effectiveness in actively engaging a college faculty in administrative planning and decision-making.

The major question explored throughout this research project is: How effective will simulation be in promoting faculty participation in college government? The results of the investigation should produce the answer to this major question by answering the following specific ones:

1. How do the Faculty of a particular College view the "ideal" and the actual patterns of College government?
2. To what extent do the Faculty presently participate in College government?
3. Is a simulation method effective in bringing about change in participation in College government? Can it be effective?
4. Does a simulation method adapt itself to use by the College Faculty?

---

[1] John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Co., 1960), p. 117.

Review of the Literature

The theoretical bases for "community" or "group-participative" government as a pattern of college organization are discussed by John D. Millett in The Academic Community, and by G. Lester Anderson, James P. Dixon, and Burton R. Clark in The Study of Academic Administration.

Millett explores the idea of "community" throughout the history of higher education and sees "community" as the most viable government pattern for colleges.[1]

Anderson summarizes the organizational realities of colleges and universities; he perceives collegiality, a possible opposed mode of organization to bureaucratic organization, as the dominant pattern, and "community" as "an academic mythology." He hopes, however, that some newer forms can emerge based on consultative and cooperative terms which coincide with the definition of "community" used in this discussion.[2]

Clark reviews the trend of organizational patterns of college government as they move from the characteristics of "community" to bureaucratic coordination, segmentation, and professionalization; all these developments, according to Clark, are "weakening the faculty as a whole and strengthening the faculty in its many parts."[3]

Dixon supplies a taxonomic account of the authority structures of college and university governments. Because of the complexities of organization in educational institutions, he calls for research within these institutions, before they lose

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[1] Millett, Academic Community.

[2] Anderson, "Organizational Character."

[3] Burton R. Clark, "Faculty Organization and Authority," in The Study of Academic Administration, ed. by Terry Lunsford (Colorado: Western Interstate Commission for Higher Education, 1963), pp. 37-51.

> . . . their capability for unique administrative behavior and blindly enslave themselves to the obscene stereotypes which govern the more ordinary and less complicated social institutions.[1]

A study by Lazarsfeld and Thielens investigated some experiences and attitudes of college teachers. One finding of the research which supports the present position is that superior quality colleges have greater faculty participation, rather than trustee dominance, in administrative decision-making.[2]

The most extensive study on changes in administration is the one by Demerath who conducted a quasi-experiment on administrative style at the University of North Carolina. The President of the University introduced bureaucratic practices to provide for more efficient government. Some of the Faculty in 1956, disturbed by this action, appointed a committee, called the Faculty Council, to determine Faculty reaction. Results of a questionnaire completed by the Faculty proved that they were very dissatisfied with administrative practices. The Faculty Council, having decided to be more than vigilant, presented detailed recommendations to the Administration. Although the Faculty acted as a change agent, it was left to a new Administration to bring about change. The results of a 1960 replication of the first questionnaire showed significant changes of Faculty influence on policies, university excellence, and personal satisfactions.[1]

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[1] James P. Dixon, "The Authority Structure: Legality and Reality," in The Study of Academic Administration, ed. by Terry F. Lunsford (Boulder, Colorado: Western Interstate Commission for Higher Education, 1963), p. 36.

[2] Paul F. Lazarsfeld and Wagner Thielens, Jr., The Academic Mind (Glencoe, Illinois: The Free Press, 1958), p. 171.

Studies of this nature are few in higher education; in general, research in the area of group interaction and participation in decision-making has been done among the largest business corporations.

One of these management researchers is Rensis Likert, Director of the Institute for Social Research. In his book, New Patterns of Management, Likert synthesizes the research and investigations which show the greatest benefits to management and to the members of the organization. His research summaries prove that participation by personnel leads to organizational loyalty, which in turn, leads to healthy, productive organizations.[2]

Etzioni reports research which shows that organizational efficiency is not determined by anyone's physical capacity, but by social capacity. According to Etzioni, the psychological rewards of participation in decision-making bring about greater motivation towards goal-achievement and self-satisfaction in one's work.[3]

Research by Sears, Roebuck and Company proves that the morale of personnel and the efficiency of operation "are closely related to the degree the organization is integrated." Greater decentralization of administrative responsibilities seems to provide "for improved attitudes . . . and greater individual responsibility and initiative among" personnel. This integration of management encourages

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[1] Nicholas J. Demerath, Richard W. Stevens, and R. Robb Taylor, Power, Presidents, and Professors (New York: Basic Books, Inc., 1967), pp. 127-78.

[2] Rensis Likert, New Patterns of Management (New York: McGraw-Hill Book Co., 1961), pp. 5-25, 68, 95.

[3] Amitai Etzioni, Modern Organizations (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), pp. 32-40.

> . . . the development of individual self-expression and creativity which are so necessary to the personal satisfaction of employes and which are an essential ingredient of the democratic way of life.[1]

Many other management studies could be reviewed to show the importance of "group-participative" management, but this is not seen as necessary to this study. The results of many of these studies are summarized by Richard O. Poorman. In his interesting survey of empirical evidence supporting group activity, Poorman relates these results as advantages to a college:

1. improved quality of decisions;
2. reduction in the number of decisions made by executives;
3. creation of a reservoir of potential executive talent;
4. providing an outlet for the creativity of subordinates;
5. increase in initiative, interest, loyalty, productivity, responsibility, and self-reliance among subordinates
6. greater identification with the organization by staff members;
7. reduction in turnover by staff members;
8. greater readiness to accept institutional changes on the part of subordinates;
9. reduction in the number of grievances of staff members;
10. greater ease in management and improved human relations.[2]

Now, since the literature justifies the interaction of faculties with each other and with the administration, the task of finding suitable methods is necessary.

Henderson sees an

> . . . unusual need for creative imagination, foresight, and courage in the building of group morale. . . . It demands a sensitive awareness to the trends in the evolution of our democratic society and knowledge about the facts or how to obtain the facts bearing upon the future directions of our institutions.[3]

---

[1] James C. Worthy, "Organizational Structure and Employe Morale," in Organizational Decision Making, ed. by Marcus Alexis and Charles Z. Wilson (Englewood Cliffs: Prentice-Hall, Inc., 1967), pp. 29-39.

[2] Richard O. Poorman, "Faculty Participation in Decision Making in Administration of Higher Education," The Catholic Educational Review, 68 (May, 1965), p. 295.

[3] Algo D. Henderson, Policies and Practices in Higher Education (New York: Harper & Bros., 1960), pp. 220-21.

Richard Wynn, in an analysis of the use of simulation from 1959-1964, states that

> Subjects [in simulation activities] report a high degree of involvement. They don't just talk about how the problems might be handled. . . . they actually solve problems.[1]

Wynn points out further advantages in the use of simulation:

1. A variety of solutions are developed;
2. Mistakes are profitable since persons can learn from them without cost as contrasted with the cost of mistakes made on the job;
3. Information is more readily available, since long time spans are compressed into short periods;
4. The whole picture of an event can be seen in context in a short time; and
5. The opportunity for introspection on the way you operate in a group. Limitations, according to Wynn, are few; they include the time and expense involved, and the uncertainty of transfer.[2]

College governmental procedures should include new forms of decision-making such as simulation which are less subjective than the many intuitive methods used in the past. Rourke and Brooks state that innovations like simulation techniques will

> . . . permit an objective comparison of alternatives in terms of specified goals [and] give the institution considerably greater efficiency and fairness in its internal operation. . . . no longer . . . [can] an educational institution [afford] the luxury of rule-of-thumb procedures.[3]

Participation and integration are the key words in "community," management research, and finally in simulation. It would seem wise, then, to employ this device as an innovative practice to promote faculty participation in college government; this may result in a strengthening of "community" as an organizational pattern of college government.

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[1] Richard Wynn, "Simulation: Terrible Reality in the Preparation of School Administrators," Phi Delta Kappan, 46 (December, 1964), p. 171.

[2] *Ibid.*, pp. 171-73.

[3] Francis E. Rourke and Glenn E. Brooks, *The Managerial Revolution in Higher Education* (Baltimore: The John Hopkins Press, 1966), p. 2.

Methodology

Determining an adequate design for measuring innovative practices which are action-oriented is a difficult task. Very simply, this study could be called a "One-Group Pretest-Posttest Design"; but it is not as static as the design may infer. An action-based study which is open-ended has many variables which are inter-related. The most popular change model used today is the Guba-Clark linear change model;[1] it confines the researcher to a closed, horizontal operation. This model is not suitable for this type of study since it would prohibit any innovations until the research findings had been completed.

Model

The model for this study is an adaptation of the Gideonse output model. This model "illustrates the essential differences between research and development activities, and shows how the two . . . can be related to one another."[2] The Gideonse model is especially valid for studies such as the present one since it allows for the initiation of various types of actions occurring at any point among the three planes.

This heuristic approach

> . . . implies that while there may be a strong logical flow from the production of knowledge through the development of processes to their installation in operational settings, there may be just as strong a flow backwards as operational problems define development programs, which, in turn, reveal the need for certain basic information and theory.[3]

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[1] E. G. Guba and D. L. Clark, "An Examination of Potential Change Roles in Education" (mimeographed paper, n.d.), p. 8.

[2] Hendrik D. Gideonse, "Research, Development, and the Improvement of Education," Science, 162 (November, 1968), p. 541.

[3] Ibid.

The three planes are shown in Figure 1. The lower plane is representative of the activities (review of the literature and the questionnaire) of the "Research" which provides the "Knowledge" necessary to produce a variety of findings.

The middle plane, "Process" and "Development," has as its object the production of materials and techniques needed for the project. In this case, the simulation materials were developed to accomplish the objectives as determined by the Faculty.

The top plane, "Operations" and "Production," describes the activities of the Committee which compiled the final proposal for reorganization.

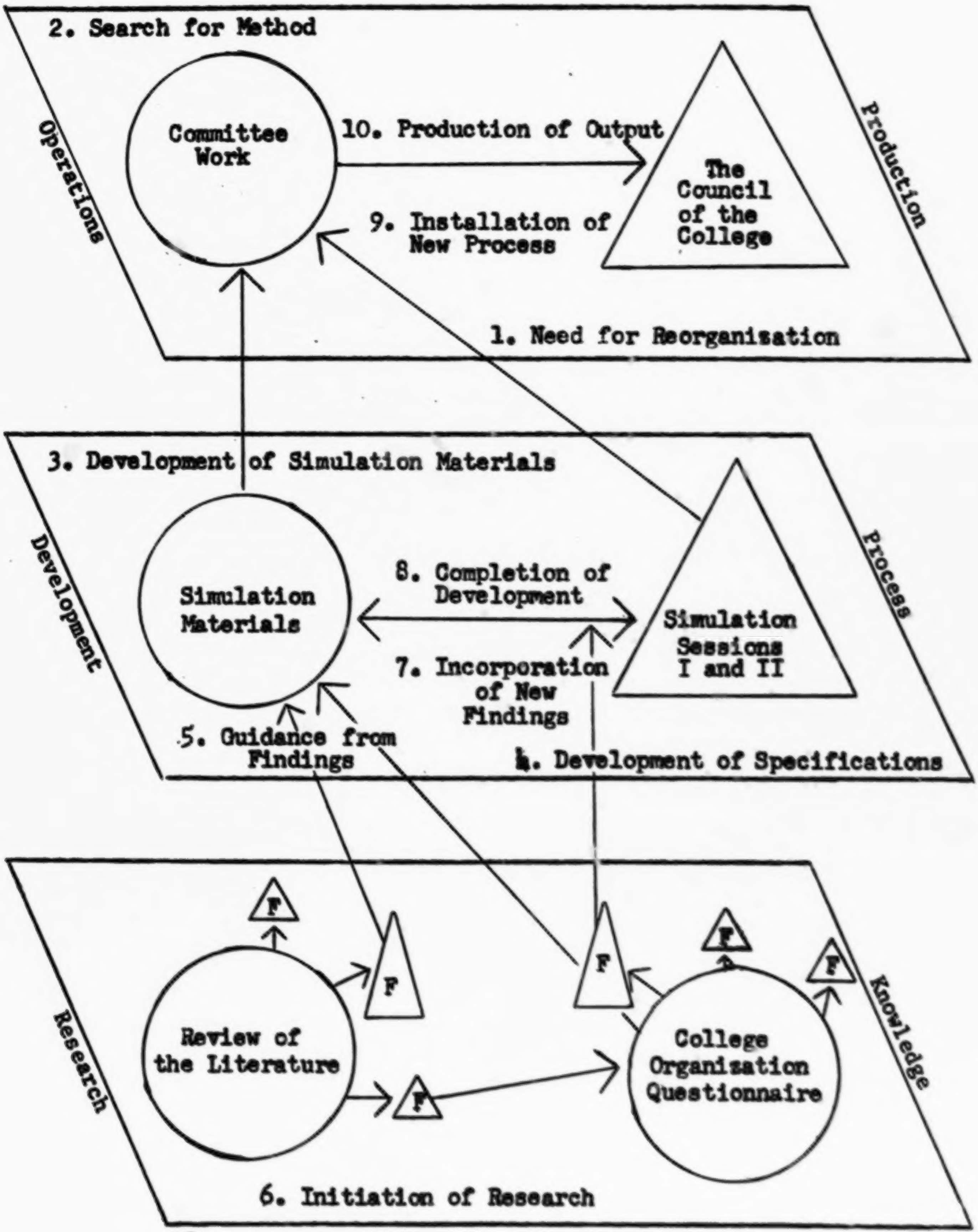
The many arrowed lines show the inter-relationships of the various "initiatives" and "outputs." It is possible to enter the diagram at any point and see which "initiatives" and "outputs" are necessary for this research study.

This model is open in such a way that the beginning and the end are found at the same point; "1. Need for Reorganization" is in the top plane, but so is the conclusion, "10. Production of Output." This "Output" and "Reorganization" in their final development have a name, "The Council of the College."

In order to achieve this end, the many phases between "Output" and "Reorganization" have to be completed. To list these horizontally would be a mistake because of the dependence of any one "initiative" or "output" on other "initiatives" or "outputs." For example, the "output," Simulation Session II, is dependent on these "initiatives":

1. Review of the Literature,
2. College Organization Questionnaire, and
3. Simulation Materials.

Fig. 1.—Model of the use of simulation for promoting faculty participation in college government.[a]


2. Search for Method
Operations
Committee Work
10. Production of Output
The Council of the College
9. Installation of New Process
Production
1. Need for Reorganization
3. Development of Simulation Materials
Development
Simulation Materials
8. Completion of Development
Simulation Sessions I and II
Process
7. Incorporation of New Findings
5. Guidance from Findings
4. Development of Specifications
Research
F
F
F
F
F
F
Review of the Literature
College Organization Questionnaire
Knowledge
6. Initiation of Research
○ - An Initiative
△ - An Output
F - Findings

[a]Adapted from Gideonse, "Research, Development," p. 542.

The possibilities for transfer and feedback offered by the Gideonse model made it the most appropriate one for this study.

Sample

The College, operated by a Roman Catholic religious order, is located in the Mid-West. At the time of the study, there were 81 full-time faculty members. Of this number, 61 completed and returned the questionnaires.

Measurement Instruments

Because simulation has rarely been used with college faculties, no proof of its effectiveness or efficiency is available. In order to evaluate the Simulation Sessions, several instruments were needed. Since the objective for using simulation had been to promote "community" or "group-participative" government, it was considered necessary to obtain:

1. Information about the faculty,
2. Description of an "ideal" college,
3. Description of the "actual" college,
4. Present faculty participation in college government, and
5. Areas of desired faculty participation.

The Professional Profile provides personal descriptive information about the Faculty; this was used to cross-sort and analyse the data from the other sections of the Questionnaire.

The College Description Profile measures the degree of "group-participative" government experienced at the College before the Simulation Sessions, after the Sessions, and at an "ideal" college.

The Faculty Participation Profile (FPP) measures the degree of participation in operation at the College before and after the Simulation Sessions, as well as the degree to which the Faculty believe they should participate, and the extent to which they would like to participate. The FPP also provides a list of problems which was used as the base of operation for the Simulation Sessions.

A rather lengthy section, added to the three Profiles already discussed, helped to establish some reliability and validity for the total instrument.

Some of the Faculty gave a title to the measurement instrument; they called it the "College Organization Questionnaire." This title was used in later references to the instrument in communication with the Faculty and Administration of the College.

In an attempt to obtain objective measures of Faculty participation in College government, a Check-List derived from the American Association of University Professors (AAUP) 1966, "Statement on Government of Colleges and Universities"[1] was developed. It was intended to measure the correspondence of the College's policy with the AAUP suggestions of Faculty participation before and after Simulation Sessions.

These instruments are found in their entirety in Appendix B.

Experimental Treatment

The Simulation Exercises of this study involved three sessions. The first lasted about five hours. Before the meeting, the Faculty were oriented to the purposes of the activities. The Faculty were the only participants at this first meeting. They were divided into several teams: Faculty Teams (not more than eight members), and an Administrator Team (not more than six members).

The members of the Faculty Teams played the roles of various faculty "types," e.g., a faculty member who plans on a career at the college, a faculty member who is only seeking rank and status before moving on, a faculty member who is also a member of the religious order that operates the college, etc.

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[1] American Association of University Professors, "Statement on Government of Colleges and Universities," AAUP Bulletin, 52 (Winter, 1966), pp. 375-79.

The Administrator Team was composed of Faculty playing the roles of the Administrators. They were equipped with data provided by the actual Administrators. The latter were also available at their phones to assist the Administrator Team in their appraisals of solutions proposed by the Faculty Teams.

Each Team had a list of areas in which the Faculty expressed a desire to participate; in addition, each had a summary of the AAUP "Statement of Government of Colleges and Universities."

The proposals developed during the first Simulation Session were refined and clarified in the second Simulation Session.

The third Session took the form of a conventional academic committee whose task it was to find the best ways to implement the proposals developed and clarified in the first two Sessions. This final plan was then submitted to the Faculty as the organizational plan for the coming academic year.

The materials used during the Simulation Sessions are included in Appendix A.

Analysis of the Data

Organizational descriptions of an "ideal" college and the College under study are presented in charts and tables.

In order to determine the extent of present Faculty participation, two scores are used:

1. the weighted areas of concern, and
2. the raw score and the mean given in answering a direct question about actual participation in College government.

To determine Faculty desire for participation, two other measures are used:

1. the raw score and the mean given in answering a direct question; and
2. the difference between the Faculty's actual participation and the extent to which they would participate.

The raw scores checked by the Faculty are used, as well as the means, to discover measures of "ideal" participation; the differences between "ideal" participation and actual participation are tabulated. The differences between "ideal" participation and the degree of participation to which the Faculty would commit themselves are also tabulated.

To discover any change, the three College Description Profiles are compared using a rank correlation and the F-test or the independent t-test. The Faculty Participation Profiles are compared using the related t-test. The Check-List data obtained during interviews, are compared in a subjective, qualitative manner.

The Simulation method's effectiveness is described in frequency tables with data from the questionnaires completed after the Simulation Sessions and from personal interviews.

In all cases data are analysed for all the Faculty who returned the questionnaires and for various sub-groups of the respondents. These sub-groups consist of sex, contract-status, age, "conservative" and "liberal" groups.

Assumptions

A key assumption of this study is that both faculty members and the administration are interested in maximizing the role of the faculty in participating in the planning and administering of policies which govern them.

Other assumptions include:

1. Given an opportunity, faculty members will take an active

role in the governance of a college.

2. Persons involved in a simulation activity experience fewer personal risks in making decisions and suggestions than they would in regular committees.

Hypotheses

The hypotheses of this study are:

1. The results of the College Description Profile and Check-List will show that the College under study has fewer qualities of "group-participative" government than an "ideal" college.

2. The results of the Faculty Participation Profile will demonstrate limited Faculty participation and a desire for greater participation in the College government.

3. The results of the College Description Profile, Faculty Participation Profile, and Check-List, completed after the Simulation Sessions, will show degrees of change towards greater Faculty participation in the College government.

4. The College Faculty will rate the Simulation Method as an effective device in stimulating and facilitating interaction and participation in College policy and decision-making.

5. Once a person has had a positive experience with a simulation technique, he will find it easier to continue similar positive experiences in real life.

Found in Chapter II of this research study are a discussion of the general findings; an analysis of the "College Organization Questionnaire" completed before the Simulation Sessions; the development of the Simulation Materials and their use; an analysis of the abbreviated form of the "College Organization Questionnaire" completed after the Sessions; and a discussion of the problem of change.

Summaries of the problem, methodology, general and specific findings are included in Chapter III. There are also discussions of the weaknesses and strengths of the findings and of the study itself and a presentation of different approaches for similar studies.

CHAPTER II

THE GENERAL FINDINGS

Reporting on the development of the Simulation Session Materials and the Sessions would be premature until some pertinent data are presented. Therefore, discussions of the College, its Faculty, and the reliability and validity of the "College Organization Questionnaire" make up the first part of this Chapter.

Then, in order to provide a detailed picture of the College as it is described by the Faculty, the responses to the pretest, the "College Organization Questionnaire" are analyzed and discussed.

Having completed this background information, the Simulation Materials and the Sessions can best be described. This makes up the third part of this Chapter.

Following the discussion of the Simulation Sessions, the results of the posttest are analyzed to determine any changes in the Faculty description of the College and to measure the effectiveness of this particular use of Simulation.

Finally an attempt is made to evaluate these findings in view of a theory of change.

The College and Its Faculty

In order to conduct an experiment of this nature, a college which describes itself at great length as a "community" had to be used. One whose Bulletin begins by stating that

> . . . it /the College/ is above all a community of scholars, a com-

> munity of persons bound intimately together in their efforts to penetrate reality and respond to its values[1]

seemed to offer an appropriate setting. This seemed especially true since the Faculty were attempting to write and implement a Faculty Manual that would be more in line with the standards of the American Association of University Professors than the one currently in use.

Briefly described, the College selected is a private, liberal arts college operated by a Roman Catholic religious order; it is located in an urban setting in the Midwest. Its enrollment at the time of the experiment was close to 1,100 and there were 81 full-time Faculty. Of these 81, there were 60 under contract and the other 21 were members of the religious order and, therefore, not under contract. This latter group are called non-contract throughout the discussion of this study.

The use of simulation in expediting the efforts of the Faculty and Administration was explained to both groups as a possible method for the restructuring of present administrative committees and functions. It was further explained that simulation could help promote greater "group-participative" government. Having received permission to conduct the experiment,[2] the measurement instruments and Simulation Materials were refined.

Population Versus Sample

The "College Organizational Questionnaires" were sent to the Faculty of the participating College two months before the date of the Simulation Sessions. In order to maintain anonymity (since it would be necessary to compare the same person's responses on a similar instrument given after the Simulation Sessions), each Faculty member was asked to identify himself by using a six-digit code number of his own choice on both the first and second forms of the "College Organizational Questionnaire."

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[1] College Bulletin, 1966-68, pp. 5-7. (For reasons of anonymity, the name of the college is not included.)

[2] Letter from the President, October 17, 1967.

Shortly after sending the Faculty a follow-up letter reminding them to return the forms, it was learned that several Faculty had decided not to return the forms due to the personal information which was requested; there was some suspicion that they might be identified. Therefore, another letter was sent to inform the Faculty that returned questionnaires would be acceptable without personal data responses.

Of the 81 sent out, 61 or 75 per cent were returned. The data in Table 1 show that mean differences and per cents between the sample and the total population are significant at the .05 level in only three categories:

1. Average years of teaching in private colleges other than the present College;
2. The per cent of the age group, 20-30; and
3. The per cent of non-contract females.

The first difference may be due either to some respondents who considered teaching in three-year diploma nursing programs equal to teaching in private colleges, or to incomplete data in the Faculty files. It may be conjectured that the second significant difference is due to a feeling of not belonging on the part of the more youthful Faculty. The third significant difference is due to the fact that although only 21 non-contract females received the questionnaire, 23 respondents identified themselves as non-contract. This may have been done to insure anonymity. Non-contract is used throughout the discussion of this study as a synonym for the Faculty who are also members of the religious order that operates the College.

TABLE 1

COMPARISON OF MEANS AND PER CENTS OF SELECTED TRAITS OF THE TOTAL FACULTY WITH THE FACULTY WHO RESPONDED TO THE QUESTIONNAIRE[a]

	Total Faculty N=81	Respondents N=61	z
Mean years at present college .	6.40	6.56	0.20
Mean years at other private colleges	0.64	1.55	3.82
Mean years at public colleges .	0.59	0.67	0.26
Mean total years in higher education	7.63	8.52	-0.89
Per cent of males	37.04	29.51	-1.21
Per cent of contract females . .	37.04	32.79	-0.69
Per cent of non-contract females	25.93	37.70	2.10[b]
Per cent of age group: 20-30 .	10.84	1.64	-2.31
Per cent of age group: 31-45 .	51.80	57.37	0.87
Per cent of age group: 46+ . .	37.47	37.70	0.04

$P < .05$ (1.96) for comparison of sample and population means.
$P < .05$ (1.65) for comparison of sample and population per cents.

[a] Four Faculty did not answer all the personal data questions.

[b] This z is significant beyond the .05 level. This z is calculated for 23 who identified themselves as non-contract; however, there were only 21 non-contract females on the faculty. The z calculated for 21 is 1.52 which is not significant.

There is also the possibility that the four respondents who did not answer all the personal questions caused the differences. At any rate, the sample seems sufficiently representative of the total population to consider the data valid.

The Faculty generally consider themselves as moderates in the personality traits listed in Table 2. However, in the areas of "liberalism," "non-conformism," and "independence," a relative majority rate themselves three to eight times higher than they do in the more "conservative" areas; in "management" versus "unions," the Faculty rate "management" twice as high as "unions." If this is a "true" description, it should prove valuable in conducting an innovative experiment like the use of a simulation method.

TABLE 2

SELF-DESCRIBED PERSONAL CHARACTERISTICS
OF THE FACULTY

Range of Ratings					
1 and 2	3	4 and 5	N	$\bar{X}$	S.D.
7 Conservative	24	30 Liberal	61	3.44	.85
15 Introvert	27	19 Extrovert	61	3.10	.93
9 Conformist	24	28 Non-Conformist	61	3.26	.89
25 Subject-oriented	20	16 Person-Oriented	61	3.25	1.15
5 Dependent	15	41 Independent	61	3.85	.96
25 Management	22	12 Unions	59	2.68	.92

Validity and Reliability of the Instrument

It is felt that the content validity of the College Description Profile (CDP) is established because the "community" and "bureaucratic" qualities used in the CDP are taken directly from Anderson[1] and Clark[2] in their discussions of college organizational characteristics.

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[1] Anderson, Organizational Character, pp. 5-10; 14-17.

[2] Clark, "Faculty Organization," pp. 43-51.

Both these men are highly respected in the area of higher education. At the time of this study, Dr. Clark was Associate Research Sociologist at the Center for the Study of Higher Education located at the University of California, Berkeley; Dr. G. Lester Anderson was Vice-President for Educational Affairs at the State University of New York at Buffalo.

To determine concurrent validity, a scale similar to a "continuum of processes" developed by Likert[1] and a "group-participative government scale," constructed from Likert's "Organisational and Performance Characteristics of Different Management Systems Based on a Comparative Analysis,"[2] were added to the College Description Profile.

A factor analysis of the variables of the second scale, "group-participative government scale," and of the "community" variables taken from The Study of Academic Administration is summarised in Table 3. The only "community" characteristics that do not emerge as positive components of any of the seven factors are the first one, "Roles are not too differentiated," and the fourth one, "Administrators come from the faculty," which is similar to the first one.

The seven factors are arbitrarily named and are probably best described in this manner:

Factor I: Democratic Decision-Making Practices

It includes these characteristics from the sections:

1. "Decision-Making Process":
   College-wide decision-making.
   Decision makers well aware of faculty problems.
   Decisions made at levels where information is most adequate.

2. "Goal-Setting":
   Goal-setting established by group participation.

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[1] Likert, New Patterns, p. 243. [2] Ibid., pp. 223-33.

TABLE 3

FACTOR LOADINGS (VARIMAX ROTATION) OF THE "GROUP-PARTICIPATIVE GOVERNMENT SCALE" AND "COMMUNITY" VARIABLES (N=58)[a]

Characteristic	I	II	III	IV	V	VI	VII	h^2
Motivational Forces								
1. Faculty feel responsibility for college goals						78		.75
2. Favorable, cooperative attitudes throughout the college				-75				.70
3. High satisfaction with regard to faculty status						60		.57
Communication Process								
1. Much group interaction				-54				.71
2. Upward, downward communication						58		.75
3. Communication can be openly questioned							77	.75
4. Much upward communication			54					.71
5. Faculty take great initiative in upward communication			52					.80
6. Good to excellent faculty communication			71					.77
Interaction Influence Process								
1. Friendly, confident interaction							59	.77
2. Much coop. teamwork							63	.75
Decision-Making Process								
1. College-wide decision-making	61							.75
2. Decision makers well aware of faculty problems	67							.69
3. Decisions made at levels where information is most adequate	64							.69
4. Decision-making based on group patterns							56	.70
Goal-setting established by group participation	49							.81
Performance								
1. Low turnover						54		.73
2. Excellent teaching			74					.69

TABLE 3--Continued

Characteristic	I	II	III	IV	V	VI	VII	h^2
"Community"								
1. Roles not too differentiated			-64					.72
2. Purpose more than the graduate							41	.53
3. Representative, democratic structure	72							.74
4. Administrators come from the faculty					-76			.70
5. Concensus is important .	57							.61
6. Personal relationships between faculty and administration		81						.73
7. Company of equals . . .					-50			.71
8. Group-oriented faculty .			70					.63
9. Personal relationships between faculty and students		87						.81
10. Administrators often return to faculty positions					-51			.67
11. Faculty know each other well				-70				.58
Variance	11.4	2.6	1.6	1.5	1.3	1.2	1.0	. .

Decimals omitted.

[a] Only the highest loading per row is reported.

3. "Community":
   Representative, democratic structure;
   Concensus is important.

Factor II: Personal Relationships Among Faculty, Administrators, and Students

It includes only characteristics from the section "Community":

Personal relationships between faculty and administration.
Personal relationships between faculty and students.

Factor III: Intercommunication

It includes these characteristics from the sections:

1. "Communication Process":
   Much upward communication.
   Faculty take great initiative in upward communication.
   Good to excellent faculty communication.

2. "Performance":
   Excellent teaching.

3. "Community":
   Roles not too differentiated (negative).
   Group-oriented faculty.

Factor IV: Cooperative Attitudes

It includes only negative loadings from the sections:

1. "Motivational Forces":
   Favorable, cooperative attitudes throughout the College.

2. "Communication Process":
   Much group interaction.

3. "Community":
   Faculty know each other well.

Factor V: Administrator and Faculty Relationships:

This factor also has high negative loadings only from the section:

"Community"
   Administrators come from the faculty.
   Company of equals.
   Administrators often return to faculty positions.

Factor VI: Motivation Resulting from Interaction:

It includes characteristics from the sections:

1. "Motivational Forces":
   Faculty feel responsibility for college goals.
   High satisfaction with regard to faculty status.

2. "Communication Process":
   Upward, downward communication.

3. "Performance":
   Low turnover.

Factor VII: Cooperative decision Making":

It includes characteristics from the sections:

1. "Communication Process":
   Communication can be openly questioned.

2. "Interaction Influence Process":
   Friendly, confident interaction.
   Much cooperative teamwork.

3. "Decision-Making Process":
   Decision-making based on group patterns.

4. "Community":
   Purpose more than the graduate.

The Pearson product-moment correlations listed in Table 4 are all significant beyond the .01 level. The correlations most important in establishing the validity of the definition of "community" and, therefore, of the "College Organization Questionnaire" are the correlations of the sum of the variables of "community" with the sub-groups of the "group-participative" variables. These correlations range from .862 for the "Sum of Community" and the "Total of Community and all Sub-Groups" of the "Continuum of Processes" to .693, .692, .664, and .649 for the "Sum of Decision-Making Process," the "Goal-Setting Process," the "Sum of Communication Processes," and the "Sum of Interaction Influence Processes," respectively. Correlations of the "Sum of Community" and the "Sum of Motivational Forces" is .577 and .342 with the "Sum of Performance Characteristics." These significant correlations provide further evidence of the validity of the newly developed measurement instruments.

Validity of Definition of "Community"

In Chapter I, "community" is defined

> . . . as an aggregate of highly specialized persons who make policy decisions and operate through committees and discussion. . . . /It/ is equated with group-participative government. (Above, p. 3.)

The factor analysis provides evidence that this is a valid definition. Studying the factor analysis (Table 3), it is seen that

TABLE 4

PEARSON PRODUCT-MOMENT CORRELATIONS OF THE "CONTINUUM OF PROCESSES," THE "SUM OF COMMUNITY," THE SUMS OF THE SUB-GROUPS OF THE "GROUP-PARTICIPATIVE GOVERNMENT SCALE" (3-8), AND THE TOTAL OF "COMMUNITY" AND ALL THE "SUB-GROUPS"

(N=60)

Characteristics	2	3	4	5	6	7	8	9
1. Continuum of Processes	456	398	444	426	484	485	325	520
2. Sum of Community	. .	577	664	649	693	692	342	862
3. Sum of Motivational Forces	. .	. .	677	561	546	671	508	764
4. Sum of Communication Processes	. .	. .	. .	724	710	792	612	912
5. Sum of Interaction Influence Processes	. .	. .	. .	. .	679	708	522	814
6. Sum of Decision-Making Processes	. .	. .	. .	. .	. .	791	524	859
7. Goal-Setting Process	. .	. .	. .	. .	. .	. .	558	878
8. Sum of Performance Characteristics	. .	. .	. .	. .	. .	. .	. .	629
9. Total of "Community"& all "Sub-Groups"	. .	. .	. .	. .	. .	. .	. .	. .

Decimals omitted.
$P < .01$ (.325).

"Community Characteristics" have high factor loadings which correspond with some or all of the loadings of the adapted Likert "Group-Participative Government Scale" characteristics. The two which have negative characteristics,

1. "Roles not too differentiated"; and

2. "Administrators come from the faculty," apparently no longer have much relevance with modern-day college "community" or "group-participative" college government.

The fact that all the qualities of positive "group-participative" management correlate so highly (significant beyond the .01 level) with the "Sum of Community" substantiates even more the use of "group-participative" government as a synonym for "community."

The data in Table 5 also demonstrate the validity of the definition; the various items of each sub-group of the "group-participative government scale" and the College Description Profile are generally significant beyond the .01 and/or .05 levels. This further validates the use of "group-participative" government as a synonym for "community."

Again, as in the factor analysis, all the correlations of "Roles are not too differentiated" are negative; nor are the correlations of "Administrators come from the faculty" significant.

Reliability of the College Description Profile (CDP)

The CDP included both positive and negative selections. The explanation for completing any of the three College Description Profiles ("Ideal" College, the College before and after the experimental treatment) are similar to these instructions for the CDP used to establish the profile of the College before the Simulation Sessions were held:

> . . . pick the characteristic that best describes the organizational pattern of the college in which you teach; place this letter in the first square in the right-hand column. Then find the characteristic which is most obviously missing at your college and place this letter in the twelfth square in the right-hand column. Then find the next characteristic most descriptive of your college and place its letter in the second square at the top of the right-hand column. Continue this process until you have the six qualities most characteristic of your college's organizational pattern in the

TABLE 5

PEARSON PRODUCT-MOMENT CORRELATIONS OF THE "GROUP-PARTICIPATIVE GOVERNMENT SCALE" VARIABLES AND "COMMUNITY" CHARACTERISTICS
(N=58)

Characteristics[a]		Community[b]										
		1	2	3	4	5	6	7	8	9	10	11
Motivation	1	-359	324	217	-038	361	206	378	394	165	405	054
	2	-307	137	435	030	252	165	272	251	114	313	321
	3	-224	277	337	184	291	030	365	185	015	472	157
Communication Process	1	-331	307	253	097	373	-014	422	460	026	463	297
	2	-349	483	408	186	551	-045	573	410	117	548	228
	3	-358	323	275	030	404	028	513	262	003	460	198
	4	-536	406	496	-003	583	218	521	489	182	511	209
	5	-481	351	409	183	530	-080	534	524	-012	561	103
	6	-451	260	370	-152	287	195	305	383	235	225	437
Interaction Influence Proc.	1	-322	461	436	031	406	324	450	289	262	392	362
	2	-533	480	426	-051	535	280	499	532	122	488	267
Decision-Making Process	1	-387	423	491	146	574	219	595	443	202	466	162
	2	-419	284	466	082	501	-061	501	244	-114	594	179
	3	-317	373	401	144	532	238	479	312	009	544	016
	4	-378	356	248	063	413	293	507	424	340	427	237
Goal-Setting		-457	431	540	029	616	181	698	536	075	524	339
Performance	1	-313	230	189	-124	406	009	199	212	-154	079	-003
	2	-565	385	329	182	314	116	383	489	111	231	179

Decimal points omitted.
$P < 05$ (259).
$P < 01$ (336).

[a] Sub-characteristics are the same as those listed in Table 3.

[b]
1. Roles are not too differentiated.
2. Purpose is more than producing the "graduate" or knowledge.
3. Representative, democratic structure.
4. Administrators come from the faculty.
5. Consensus is important.
6. Personal relationships between administration and faculty.
7. Company of equals.
8. Faculty are group-oriented.
9. Personal relationships between faculty and students.
10. Administrators come and return to the faculty.
11. Faculty usually know each other well.

first six squares of the column on the right, and the six least descriptive ones in the lower set of squares, 7 - 12. (App. B. I.)

When the results were tallied, the answers were weighted in this way: a letter placed in the first square received six points, a letter in the second, five, and so on through the first six. The same method was used in weighting the answers placed in the lower set of squares.

It was felt that rank relations found for these positive and negative sections of each CDP would indicate a certain amount of consistency and reliability for the instruments.

The rank correlations for the two sections of the "Ideal" College Description Profile (CDP) is .905, a very high reliability. Rank correlations for the College CDP given before and after the experimental treatment are lower, .546 and .537, respectively. However, all three rank correlations are significant beyond the .01 level.

In attempting to find reasons for the two lower rank correlations, the scores of the second and third profiles were separated by sex and contract-status. Rank correlations were then found for this cross-sorted data; these rank correlations are listed in Table 6.

The consistency of the rank correlations among the three sex and contract-status groups is rather similar for the College CDP completed before the Simulation Sessions. But the rank correlations for the two parts of the CDP completed after the Sessions are quite different between the male and the two female groups (contract females and non-contract female members of the religious order). The rank correlations of the CDP given before the Simulation Sessions are significant beyond the .05 level for the male and contract female Faculty and significant beyond the .01 level for the non-contract Faculty. The rank correlations of the post-Simulation CDP are significant beyond the .01 level for the male Faculty, significant beyond the .05 level for the non-contract female Faculty, and just below significance for the contract female Faculty.

TABLE 6

RANK CORRELATIONS FOR POSITIVE AND NEGATIVE CHARACTERISTICS OF THE COLLEGE DESCRIPTION PROFILES (CDP)

Faculty	N	College Description Profiles		
		Ideal	Pre-Simulation	Post-Simulation
Total	61	905	546	537
Male	18	. .	483	734
Contract Female . .	20	. .	428	338
Non-Contract Female	23	. .	559	374

Decimal points omitted.
P < .05 (.368).
P < .01 (.521).

The Du Mas[1] method of profile analysis was also used to provide correlations of the positive and negative sections of the three College Description Profiles. These correlations range from very high to high similarity for the Ideal CDP; high, moderate, and little similarity for pre-Simulation College (CDP; and high to moderate similarity for the post-Simulation CDP. These correlations are listed in Table 7.

The reliability of the CDP, then, seems to be well established, especially in the case of describing an "ideal" college.

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[1] Frank M. Du Mas, "A Quick Method of Analyzing the Similarity of Profiles," Journal of Clinical Psychology, 2 (1946), pp. 80-83.

TABLE 7

PROFILE ANALYSIS OF THE POSITIVE AND NEGATIVE CHARACTERISTICS OF THE COLLEGE DESCRIPTION PROFILES (CDP)

	N	Ideal CDP (A)			Pre-Simulation CDP (B)			Post-Simulation CDP (B-2)		
		2	3	4	2	3	4	2	3	4
1. Male	18	64[b]	55[b]	73[b]	09	00	27[c]	36[c]	36[c]	55[b]
2. Non-Contract Female	23	. .	64[b]	82[a]	. .	18	55[b]	. .	27[c]	64[b]
3. Contract Female	20	. .	. .	82[a]	. .	. .	64[b]	. .	. .	64[b]
4. Total	61	. .	. .	. .	. .	. .	. .	. .	. .	. .

Decimal points omitted.

[a] Very high similarity.

[b] High similarity.

[c] Moderate similarity.

Following this description of the College Faculty, and the presentation of evidence establishing the reliability and validity of the instruments, the analysis of the data can begin.

College Organization Questionnaire Responses

"Ideal" College

The Faculty of the College rate "community" characteristics higher than "bureaucratic" characteristics. In the first College Description Profile each respondent was asked, having read through a list of modifiers, to place the letter of the one trait most descriptive of an "ideal" college in the first square, the one least descriptive in the bottom square, the second most descriptive of an "ideal" college in the second square, and so on.

The weighting process described above was used to establish raw scores for each variable; means were then computed. When these means are ranked according to the totals, it is readily observed in Table 8 that of the 23 characteristics, the first 11 include eight of the 12 characteristics of "community"; in fact, of the very first six, which are much higher than the others, five are "community" characteristics. Only two "bureaucratic" characteristics have an average greater than .50 compared to eight of the "community" averages with averages ranging from .70 to 3.80. Two "bureaucratic" characteristics received no scores. According to these results, it can be said that the Faculty of this College do perceive "community" characteristics, rather than "bureaucratic" ones, as more descriptive of an "ideal" college.

Table 8 also lists the average choices by sex and contract-status groups. The rank correlations among the groups are not very different. The lowest rank correlations, .774 and .811, are among the male and female groups. The rank correlation for the contract and non-contract female Faculty is .867. All these rank correlations are significant beyond the .05 level.

Because three groups are involved in this analysis, the F-test is used to compare the averages. Significant differences among the groups occur for only two characteristics: "Purpose is the graduate (B)" and "Faculty members know each other well (C)." In both cases, the male Faculty have much higher averages than the two female groups.

There are several other differences among the Faculty groups, however. In addition to the two characteristics mentioned above, the male Faculty also have a higher average for "Personal relationships (C)."

TABLE 8

AVERAGE RATINGS OF "IDEAL" COLLEGE CHARACTERISTICS BY FACULTY SEX AND CONTRACT-STATUS GROUPS

Characteristic		Male N=18	Female		Total N=61	F
			Non-Contract N=23	Contract N=20		
People intrinsically important	C	3.28	4.35	3.65	3.80	1.45
Community of scholars . . .	C	2.56	3.56	3.70	3.31	1.22
Representative democratic structure	C	2.44	3.22	2.50	2.75	.91
Purpose more than the graduate	C	2.83	1.70	2.65	2.34	1.34
Formally established rules and regulations governing administrative decisions .	B	1.11	1.26	1.85	1.41	.86
Personal relationships . . .	C	1.83	1.17	1.05	1.33	1.06
Clear-cut division of labor .	B	.94	1.09	.30	.79	1.97
Group-oriented faculty . . .	C	.61	.70	.95	.75	.34
Importance of consensus . .	C	.28	.91	.90	.72	1.06
Feeling of togetherness . .	C	.50	.70	.90	.70	.44
High degree of specialization	B	.39	1.13	.45	.69	1.40
Business-like relationships	B	.72	.48	.25	.48	.77
Purpose is the graduate . .	B	1.17	.13	.20	.46	4.03
Hierarchy of authority . . .	B	.56	.30	.25	.36	.39
Clearly-circumscribed authority	B	.44	.22	.45	.36	.49
Faculty members know each other well	C	.83	.00	.25	.33	3.46
Self-oriented faculty . . .	B	.06	.00	.45	.16	2.39
Administrators impersonal in contacts with faculty and other administrators . . .	B	.22	.04	.00	.08	.94
Informal communication . . .	C	.17	.00	.05	.07	1.53
Importance of tradition . .	C	.00	.00	.20	.07	2.17
Roles not too differentiated	C	.00	.04	.00	.02	.82
Bureaucratic organization .	B	.00	.00	.00	.00	. .
Faculty impersonal toward students	B	0.00	0.00	0.00	0.00	. .

C = Community.
B = Bureaucracy.
P < .05 (3.16); df, 2,58.
rho: Male and Non-Contract Female = .811
Male and Contract Female = .774
Contract and Non-Contract Female = .867

The contract female Faculty have averages higher than the male and non-contract Faculty for "Formally established rules and regulations governing administrative decisions (B)" and "Self-oriented faculty (B)."

The two contract Faculty groups have higher averages than the non-contract Faculty for "Purpose more than the graduate (C)." In addition to this difference, the non-contract Faculty have higher averages for "People intrinsically important (C)," "Representative democratic structure (C)," and "High degree of specialization (B)."

Both female Faculty groups have higher averages than the male Faculty for "Community of scholars (C)" and "Importance of consensus (C)."

The male and non-contract female Faculty have higher averages for "Clear-cut division of labor (B)."

None of the differences between the two age groups, 31-45 and 46 and over, in describing an "ideal" college are significant. These data are listed in Table 9. (Data obtained from the age group, 20-30, are not listed since only one questionnaire was returned from this group.)

Some of the averages are near the level of significance. The younger of the two age groups considers the characteristic, "Community of scholars (C)," more important in describing an "ideal" college than the older group does.

The older age group considers these characteristics more important: "Formally established rules and regulations governing administrative decisions (B)," and "Feeling of togetherness (C)."

The rank correlation calculated for the two age groups is .957;

this is significant beyond the .05 level.

TABLE 9

AVERAGE RATINGS OF "IDEAL" COLLEGE CHARACTERISTICS BY FACULTY AGE GROUPS

Characteristic		31-45 N=35	46+ N=23	Total N=58	t
People intrinsically important	C	4.03	3.52	3.83	.82
Community of scholars	C	3.71	2.87	3.38	1.69
Representative democratic structure .	C	2.60	3.09	2.79	.86
Purpose more than the graduate	C	2.46	1.96	2.26	.77
Formally established rules and regulations governing administrative decisions	B	1.06	1.96	1.41	1.84
Personal relationships	C	1.14	1.43	1.26	.60
Clear-cut division of labor	B	.74	.91	.81	.45
Group-oriented faculty	C	.77	.74	.76	.09
Importance of consensus	C	.71	.83	.76	.26
Feeling of togetherness	C	.49	.00	.69	1.51
High degree of specialization	B	.77	.65	.72	.27
Business-like relationships	B	.40	.65	.50	.79
Purpose is the graduate	B	.51	.43	.48	.22
Hierarchy of authority	B	.29	.30	.29	.07
Clearly-circumscribed authority . . .	B	.37	.35	.36	.10
Faculty members know each other well .	C	.37	.13	.28	.92
Self-oriented faculty	B	.26	.04	.17	1.06
Administrators impersonal in contacts with faculty and other administrators	B	.11	.04	.09	.49
Informal communication	C	.11	.00	.07	1.35
Importance of tradition	C	.06	.09	.07	.30
Roles not too differentiated	C	.03	.00	.02	.81
Bureaucratic organization	B	.00	.00	.00	. .
Faculty impersonal toward students . .	B	0.00	0.00	0.00	. .

C = Community.
B = Bureaucracy.
P < .05 (2.00); df, 57.
rho = .957.

Speculating that there might exist a difference of opinion about an "ideal" college among self-labeled "conservatives" and "liberals," two groups were formed from the information reported earlier in Table 2. Those faculty members with a score of 14 or less are arbitrarily considered "conservative" and those with a score of 19 or more are arbitrarily considered "liberal." However, the data in Table 10 show no significant differences between their descriptions of an "ideal" college.

TABLE 10

AVERAGE RATINGS OF "IDEAL" COLLEGE CHARACTERISTICS BY CONSERVATIVE AND LIBERAL FACULTY GROUPS

Characteristic		Conservative N=11	Liberal N=14	Total N=25	t
People intrinsically important	C	5.00	3.29	4.04	1.92
Community of scholars	C	3.29	2.58	2.84	.53
Representative democratic structure	C	2.36	2.86	2.64	.64
Purpose more than the graduate	C	1.36	2.07	1.76	.72
Formally established rules and regulations governing administrative decisions	B	1.45	1.57	1.52	.16
Personal relationships	C	1.18	1.43	1.32	.34
Clear-cut division of labor	B	1.09	.64	.84	.74
Group-oriented faculty	C	.45	.57	.52	.25
Importance of consensus	C	.64	.29	.44	.77
Feeling of togetherness	C	1.18	.50	.80	1.18
High degree of specialization	B	1.09	.86	.96	.31
Business-like relationships	B	.18	.71	.48	1.23
Purpose is the graduate	B	.64	.57	.60	.10
Hierarchy of authority	B	.36	.29	.32	.20
Clearly-circumscribed authority	B	.64	.21	.40	1.16
Faculty members know each other well	C	.00	.29	.16	1.14
Self-oriented faculty	B	.09	.36	.24	.65
Administrators impersonal in contacts with faculty and other administrators	B	.00	.29	.16	.88
Informal communication	C	.00	.07	.04	.88
Importance of tradition	C	.00	.00	.00	. .
Roles not too differentiated	C	.00	.00	.00	. .
Bureaucratic organization	B	.00	.00	.00	. .
Faculty impersonal toward students	B	0.00	0.00	0.00	. .

C = Community.
B = Bureaucracy.
P < .05 (2.06); df, 24.
rho (excluding last four) = .836.

The t-test for "People intrinsically important (C)" is very close to significance. It is interesting to note that the "conservatives" have the higher average for this characteristic.

The rank correlation for these two groups is .836; this rank correlation is quite similar to the ones found for the other Faculty sub-groups, and is significant beyond the .05 level.

The Faculty of the College, then, are quite consistent in their agreement on the qualities that are descriptive of an "ideal" college. And, in all sub-groups, there is a general consensus that "community" characteristics are more important than "bureaucratic" ones.

Actual College

The Faculty, in describing the College, assign much lower values to the characteristics that they ranked high for an "ideal" college. Although the "community" characteristic, "People intrinsically important," is first in both ratings, the total average for the College is 2.06, about half the total average of 3.80 computed for an "ideal" college.

Table 11 shows sex and contract-status breakdowns of the Faculty responses on the College Description Profile for the College. Again, the rank correlations among the various groups are not very different; all these correlations are significant beyond the .05 level.

One of the F-tests, for the College characteristic, "Clear-cut division of labor (B)," is significantly different (beyond the .05 level) among the three groups. This difference is caused by the high rating given it by the non-contract Faculty.

The non-contract Faculty also have higher averages for "Formally established rules and regulations governing administrative decisions (B)" and "Representative democratic structure (C)" than the contract

TABLE 11

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS BY FACULTY SEX AND CONTRACT-STATUS GROUPS

Characteristic		Male N=18	Female Non-Contract N=23	Female Contract N=20	Total N=61	F
People intrinsically important	C	1.39	2.17	2.55	2.06	1.00
Community of scholars	C	.83	.87	.65	.79	.10
Representative democratic structure	C	.61	1.48	.45	.89	2.33
Purpose more than the graduate	C	1.72	1.70	1.05	1.49	.64
Formally established rules and regulations governing administrative decisions	B	.22	.91	.55	.59	1.31
Personal relationships	C	1.78	1.00	2.40	1.69	2.84
Clear-cut division of labor	B	.61	1.43	.05	.74	4.13
Group-oriented faculty	C	.61	.48	.55	.54	.04
Importance of consensus	C	.06	.57	.50	.39	1.67
Feeling of togetherness	C	.39	.48	.40	.43	.03
High degree of specialization	B	.11	1.09	.95	.75	2.59
Business-like relationships	B	.28	.65	.30	.43	.64
Purpose is the graduate	B	.94	.78	1.00	.90	.07
Hierarchy of authority	B	2.28	1.74	2.00	1.98	.25
Clearly-circumscribed authority	B	.00	.35	.10	.16	.95
Faculty members know each other well	C	1.94	1.61	.80	1.44	1.47
Self-oriented faculty	B	.72	1.13	1.45	1.11	.74
Administrators impersonal in contacts with faculty and other administrators	B	.56	.61	.20	.46	.74
Informal communication	C	.67	.48	.20	.44	.69
Importance of tradition	C	.33	.22	.90	.48	2.22
Roles not too differentiated	C	.89	.61	.20	.56	1.44
Bureaucratic organization	B	1.56	.65	1.60	1.23	1.32
Faculty impersonal toward students	B	0.06	0.00	0.00	0.02	1.20

C = Community.
B = Bureaucracy.
$P < .05$ (3.16); df, 2,58.
rho: Male and Non-Contract Female = .637
Male and Contract Female = .641
Contract and Non-Contract Female = .623

Faculty do.

Both the contract and non-contract female Faculty have higher averages than the male Faculty for these three characteristics: "People intrinsically important (C)," "Importance of Consensus (C)," and "High degree of specialization (B)."

The contract female Faculty also have higher averages for "Personal relationships (C)" and "Importance of tradition (C)." Both contract groups have higher averages for "Roles not too differentiated (C)" and "Bureaucratic organization (B)." The male Faculty have higher averages for "Hierarchy of authority (B)" and "Faculty members know each other well (C)."

Greater differences begin to appear between age groups. The rank correlation is .467; this is much lower than any of the rank correlations previously calculated for the ratings of the College Description Profiles by Faculty sub-groups. Consensus on an "ideal" college seems fairly mutual for all sub-groups; the correlations ranged from .774 to .957. Even the correlations for the College by sex and contract-status are all in the six hundredths. But, opinion on what the College is like appears to be much different when viewed by age groups. The data supporting these statements are found in Table 12.

Several of the differences are significant beyond the .05 level. They include these characteristics which are given higher ratings by the age group, 31-45: "Personal relationships (C)," "Faculty members know each other well (C)," and "Roles not too differentiated (C)"; and these which are rated higher by the age group, 46 and over: "Business-like relationships (B)," and "Purpose is the graduate (B)." Two others which are near significance are rated higher than the older age group; they are "Clearly-circumscribed authority (B)" and "Administrators impersonal in contacts with faculty and other administrators (B)."

TABLE 12

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS
BY FACULTY AGE GROUPS

Characteristic		31-45 N=35	46+ N=23	Total N=58	t
People intrinsically important	C	2.31	1.96	2.17	0.51
Community of scholars	C	.51	1.13	.76	1.43
Representative democratic structure .	C	.66	1.35	.93	1.48
Purpose more than the graduate	C	1.57	1.35	1.48	.39
Formally established rules and regulations governing administrative decisions	B	.54	.74	.62	.52
Personal relationships	C	2.20	1.04	1.74	2.21
Clear-cut division of labor	B	.49	1.00	.69	1.19
Group-oriented faculty	C	.66	.43	.57	.54
Importance of consensus	C	.43	.39	.41	.12
Feeling of togetherness	C	.43	.43	.43	.02
High degree of specialization	B	.54	1.17	.79	1.58
Business-like relationships	B	.11	.74	.36	2.24
Purpose is the graduate	B	.49	1.48	.88	2.00
Hierarchy of authority	B	2.06	1.61	1.88	.70
Clearly-circumscribed authority . . .	B	.00	.43	.17	1.92
Faculty members know each other well .	C	2.03	.61	1.47	2.53
Self-oriented faculty	B	1.23	1.00	1.14	.45
Administrators impersonal in contacts with faculty and other administrators	B	.17	.70	.38	1.86
Informal communication	C	.37	.61	.47	.70
Importance of tradition	C	.69	.22	.50	1.52
Roles not too differentiated	C	.97	.00	.59	2.97
Bureaucratic organization	B	1.29	.78	1.09	.92
Faculty impersonal toward students . .	B	0.00	0.00	0.00	. .

C = Community.
B = Bureaucracy.
$P < .05$ (2.00); df, 57.
rho = .467.

Although the "conservative" and "liberal" groups are in close agreement concerning the description of an "ideal" college, they view the College in a much different way. The rank correlation in Table 13 is only .293, much lower than any rank correlation yet obtained.

TABLE 13

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS BY CONSERVATIVE AND LIBERAL FACULTY GROUPS

Characteristic		Conservative N=11	Liberal N=14	Total N=25	t
People intrinsically important .	C	2.64	1.43	1.96	1.15
Community of scholars	C	1.09	.50	.76	.97
Representative democratic structure	C	1.18	.43	.76	1.13
Purpose more than the graduate .	C	1.82	1.14	1.44	.75
Formally established rules and regulations governing administrative decisions	B	.91	.50	.68	.70
Personal relationships	C	.45	2.07	1.36	1.95
Clear-cut division of labor . .	B	.00	.21	.12	.88
Group-oriented faculty	C	.45	.64	.56	.28
Importance of consensus	C	.36	.64	.52	.50
Feeling of togetherness	C	.91	.36	.60	.81
High degree of specialization .	B	2.18	.43	1.20	3.04
Business-like relationships . .	B	.00	.43	.24	1.22
Purpose is the graduate	B	1.00	.86	.92	.17
Hierarchy of authority	B	1.73	2.07	1.92	.36
Clearly-circumscribed authority	B	.91	.00	.40	1.83
Faculty members know each other well	C	.64	2.29	1.56	1.89
Self-oriented faculty	B	1.27	1.36	1.32	.10
Administrators impersonal in contacts with faculty and other administrators	B	.45	.57	.52	.22
Informal communication	C	.36	.86	.64	.88
Importance of tradition	C	.09	.71	.44	1.52
Roles not too differentiated . .	C	.36	.93	.68	.98
Bureaucratic organization . . .	B	.27	1.07	.72	1.26
Faculty impersonal toward students	B	0.00	0.00	0.00	. .

C = Community.
B = Bureaucracy.
P < .05 (2.06); df, 24.
rho = .293.

There is one significant difference (beyond the .05 level) for "High degree of specialization (B)" which is rated higher by the "conservatives." One other difference near the significance level rated higher by the "conservatives," is "Clearly-circumscribed authority (B)."

Two other differences, also near significance, are rated higher by the "liberals"; they are "Personal relationships (C)" and "Faculty members know each other well (C)."

Since both the rank correlations of the age groups and of the "conservatives" and "liberals" are so much lower than any of the other ones, it would seem that the two are related. In so far as the ages of the 14 "liberals" are concerned, they are almost equally divided; eight from the younger age group, 31-45, and six from the age group over 45. Of the 11 "conservatives," however, only three are from the younger age group and eight are from the older group. The average number of years in the field of higher education for the "conservatives" is 14 and the average for the "liberals" is eight. There is little difference among the "liberals" in relation to sex and contract-status; five are males, four are non-contract females, and five are contract females. Among the "conservatives," however, there is only one male, three contract females, and eight non-contract females. Half of the "liberal" group attended the Simulation Sessions, whereas only four of the "conservatives" attended the Sessions. These data are listed in Table 14.

The first hypothesis of this study, The College has few qualities of "community" in comparison to an "ideal" college, is verified by the results reported in Tables 8-13. This hypothesis is discussed again under "Experimental Results."

Desired Faculty Participation

In order to determine the areas in which the Faculty were most interested in participating, they were asked, in completing the Faculty Participation Profile (FPP), to list the five most important areas in which they felt the faculty should participate. They, then, were asked to rank these five according to their importance; and finally, they were asked to check the degree to which the Faculty of the College were presently involved in these areas. To develop an index of desired involvement or "Concern," the ranks were multiplied by the reverse of present involvement.

TABLE 14

DESCRIPTION OF "LIBERAL" AND "CONSERVATIVE" GROUPS

					Female		
	31-45	46+	Average Years in College Teaching	Male	Contract	Non-Contract	Simulation Sessions
Liberal N=14	8	6	8	5	4	5	7
Conservative N=11	3	8	14	1	3	7	4
Total N=25	11	14	11	6	7	12	11

Table 15 shows that the greatest number (61) of the Faculty are concerned with "Departmental Organization and Election of Chairmen." However, the highest "Concern" mean, 21.29, is for participation in "Curricular programs and offerings" and the second highest, 15.64, is for participation in "Educational policies." The next four, "Faculty welfare"; "Departmental organization and election of chairmen"; "Faculty promotion and tenure"; and "Administrative policies and major changes," have similar means. These data are found in Table 15.

Although all the Faculty who returned completed questionnaires are concerned about practical participation in College government, especially with departmental organization, there are strong feelings expressed by as few as eight, to as many as 35, about areas of overall College government.

TABLE 15

AVERAGE RANK VALUES OF AREAS OF DESIRED FACULTY PARTICIPATION

Area	N	Concern $\bar{X}$	S.D.
Curricular programs and offerings . . .	35	21.29	10.77
Educational policies	14	15.64	7.78
Faculty welfare	18	13.22	8.51
Departmental organization; election of chairmen	61	13.15	4.55
Faculty promotion and tenure	20	11.25	8.40
Administrative policies and major changes	17	10.29	7.70
Academic standards of the college . . .	15	9.67	7.03
Student life	18	9.28	6.16
Selection of administrative officials .	12	7.67	8.71
Budget planning	13	7.46	4.31
Evaluation of faculty	8	7.25	4.27
College growth and development	16	6.63	5.38

In the second hypothesis of the study, it was stated that the results of the Faculty Participation Profile (FPP) would demonstrate limited Faculty participation in, and a desire for, greater participation in College government. This is certainly proved when the results of the FPP are considered. Of the 61 reporting, 28 rated their participation as low (1 or 2) and only four rated it as high (6 or 7) on a scale of one to seven. In rating their own desire for participation in College government, only 14 rate it as low (1, 2, or 3) compared with 34 who rate it as high (5, 6, or 7) on the same continuum of seven. Further discussion of this hypothesis is found under "Experimental Results" which follows the section on "Experimental Treatment."

Experimental Treatment

Now that Faculty descriptions of an "ideal" college and the College have been analyzed, the materials developed for the Simulation Sessions and the Sessions themselves can be discussed. The complete sets of the Simulation materials are found in Appendices A. I through A. IV.

Development of Materials

The materials needed for use in this experiment were developed using Clark C. Abt's "An Education System Planning Game"[1] as a model. It was necessary to develop Role Descriptions, Team Objectives, Starting Instructions, Sequence of Activities Chart, and Planning and Scoring Forms for the first two Sessions. Eight Faculty Roles and six Administrator Roles were developed, as well as a summary sheet of all Roles which provided all players with useful information. These Roles included professional and personal characteristics. (See Appendix A. I for the roles.)

Simulation Session I

The Faculty Teams' objective was to compete for the greatest net Faculty — Participation product, that is, for the best total plan for "group-participative" government. The Administrator Team was to identify as many realistic objections to the Faculty plans as possible. Within the Teams, each member competed to have his solution or his objection chosen as the Team solution or objection.

The instructions outlined the steps necessary to expedite planning efforts during the activities.

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[1] The Simulation Materials used in the first Session were developed using as a model: Clark C. Abt's "An Education System Planning Game" (xeroxed paper, n.d.).

The Sequence of Activities is best portrayed in Chart 1.

Chart 1.—Simulation Session I[a]

Period	Faculty Teams	Administrator Team
1	Each Team proposed ways of implementing Faculty participation in College government as suggested from the lists provided to them.	The Team prepared criteria to evaluate the desirability and consequences of the plans which would be proposed by the Faculty Teams.
2	Faculty Teams clarified their proposals at requests from the Administrator Team for more information.	Administrator Team evaluated the proposals and introduced further problems.
3	Faculty Teams defended and explained their plans to the Administrator Team.	Administrator Team determined which plans were better and why.

[a] Materials used for this session are found in Appendix A. II.

Planning Forms provided Faculty Teams with a breakdown of problem areas to be solved, and the Scoring Forms provided the Administrator Team with a general scheme for judging the Faculty proposals. These problem areas were developed from the results of the questionnaire given earlier to the total Faculty.

In addition, Final Return sheets and summaries of the 1966 American Association of University Professors (AAUP) "Statement on Government of Colleges and Universities" were distributed to the players.

All these materials were submitted to the Abt Associates, Incorporated for recommendations and suggestions. The revisions included adding personal statements to the Faculty Roles and providing a detailed time schedule for the Sequence of Activities.

2

Two members of Abt Associates, Incorporated, using the developed materials, conducted Simulation Session I.

Many Faculty had already made it clear that they would like to participate, but would not if Administrators were present. Therefore, only Faculty were invited to Simulation Session I. Departments cooperated so that at least one person from each area would be involved. According to Abt Associates, the maximum number for a good session is between 30 and 35. Faculty members from all departments participated; there were 30 in all.

The data in Table 16 prove that the group of 30 who took part in Simulation Session I were representative of the total College Faculty. None of the differences between the means and per cents of the total Faculty and the Simulation Session I Participants are significant.

TABLE 16

COMPARISON OF MEANS AND PER CENTS OF SELECTED TRAITS OF THE TOTAL FACULTY WITH THE FACULTY WHO PARTICIPATED IN THE SIMULATION SESSIONS

Trait	Total N=81	Simulators N=30	z
Mean years at present college	6.40	7.07	0.70
Mean years at other private colleges	.64	.63	- .05
Mean years at public colleges	.59	.03	-1.86
Mean total years in higher education	7.63	7.73	.10
Per cent of males	37.04	36.67	- .04
Per cent of contract females	37.04	30.00	- .80
Per cent of non-contract females . .	25.93	33.33	.93
Per cent of age group: 20-30	10.84	3.33	-1.32
Per cent of age group: 31-45	51.80	56.67	.54
Per cent of age group: 46+	37.47	40.00	0.29

$P < .05$ (1.96) for comparisons of sample and population means.
$P < .05$ (1.65) for comparisons of sample and population per cents.

During Simulation Session I, the Faculty used the newly developed materials to come up with compromise proposals that would provide ways and means for the implementation of the many areas in which the Faculty wanted to participate. Data from the first 30 returned questionnaires were used to determine the problem areas.

These final proposals and solutions were used to develop the materials for Simulation Session II.

Simulation Session II

The same roles were used for the Simulation Session II; Team Objectives and Instructions were similar to those for the first Session except that proposals for Faculty-participation in College government were already developed. Scoring Sheets were merely ballot forms which provided space to rate these proposals. Again, Final Return sheets were used. The proposals, criticisms, and answers to the criticisms developed at the Simulation Session I were also in the package; these provided the base for the activities.

These materials were also reviewed by Abt Associates, Incorporated; no revisions or additions were suggested. (Weather conditions prevented the Abt personnel from attending and conducting Simulation Session II; when one arrived, however, she assisted in the de-briefing and evaluation of the "game.")

The Sequence of Activities differed somewhat; they are described in Chart 2.

The proposal (Appendix A.IV.) developed during Simulation Session II was sent to the Administration of the College. The President then communicated with the Faculty:

> Before me are the results of the thinking of both administrators and faculty relative to the Simulation Sessions conducted /on

> this campus]. . . . It is for us--again in accordance with the 1966 "Statement"--to jointly design, approve, and establish those structures and procedures that best express how this College can be governed in this phase of its history.
>
> Currently the Administrative Council is under study by four faculty and four administrators. This ad hoc committee was charged with developing what should be the best participative process for this College. The simulation materials will be a notable asset in its deliberations. . . .[1]

Chart 2.--Simulation Session II[a]

Period	Faculty Team	Administrator Team
1	Briefing; introductions.	Same
2	Faculty Team read and considered proposals that were acceptable to the Administration. The Team decided which proposal was best and what changes they were prepared to make.	Administrator Team prepared criteria for evaluating Faculty plans, considering trade-offs, feasibility, etc.
3	Team gave a ten minute presentation of its final acceptable plan.	Same
4	Team wrote in final scores for each plan on their scoring sheet.	Same

[a] Materials used for this session are found in Appendix A.III.

Session III

In fact, the above-mentioned Ad Hoc Committee had suspended its activities until such time as the materials developed during the Simulation Sessions would be available to them. Having received the materials, a meeting was scheduled; the author of the Simulation Sessions was invited as a guest, and then was asked to assume the role of Consultant to the Committee. This Ad Hoc Committee maintained the role idea in that the members actively assumed responsibility for representing definite groups within the total College. Chart 3 shows briefly the deliberations of the Ad Hoc Committee.

---

[1] Letter from the President, April, 1968.

Chart 3.—Activities of Committee on Reorganization of College Government.[a]

Session	Deliberations
1	The proposal, revised and refined during Simulation Session II, was studied and considered as the starting point of a reorganization of the former Administrative Council. 1. A Committee was appointed to develop an organizational chart which would reflect the philosophy of the materials developed during the formal Simulation Sessions. 2. A Committee was appointed to draft a proposal for a Council which would incorporate the suggestions of the Sessions. 3. A Member was asked to develop a PERT for implementation.
2	1. A draft of a proposal for a Council was considered; some minor changes were suggested. 2. An Organizational Chart using a circular organizational pattern which suggested much group-interaction was presented and endorsed. 3. PERT was approved and sent to the President.
3	Proposal was completed, submitted to the Administration, and Faculty for approval.

[a] Materials developed during these meetings are found in Appendix A.IV.

Using the materials which resulted from the Simulation Sessions, the Committee was able to draft a first proposal, and, with some refinement, the final proposal: The Council of the College.

This final proposal was given tentative endorsement by the Faculty Senate, subject to final approval by the total Faculty and Administration. The responsibility of The Council of the College was summarized in these words: "This body shall be a decision-making body, having responsibility to make policy, subject to the approval of the President and the Board of Trustees, in all areas that concern the College as a whole." The members of the Council include the President of the College, the Vice-President, the Academic Dean, the Registrar, the Dean of Student Services, and the Controller, in addition to six faculty members (five elected, one elected by the Faculty Senate), and two student members. One of the students is to be the President of the Student Council and another student elected or appointed by the student body. (App. A.IV.)

The Organizational Chart deemed prerequisite to final approval by the Faculty Senate is presented in an abbreviated form in Figure 2.

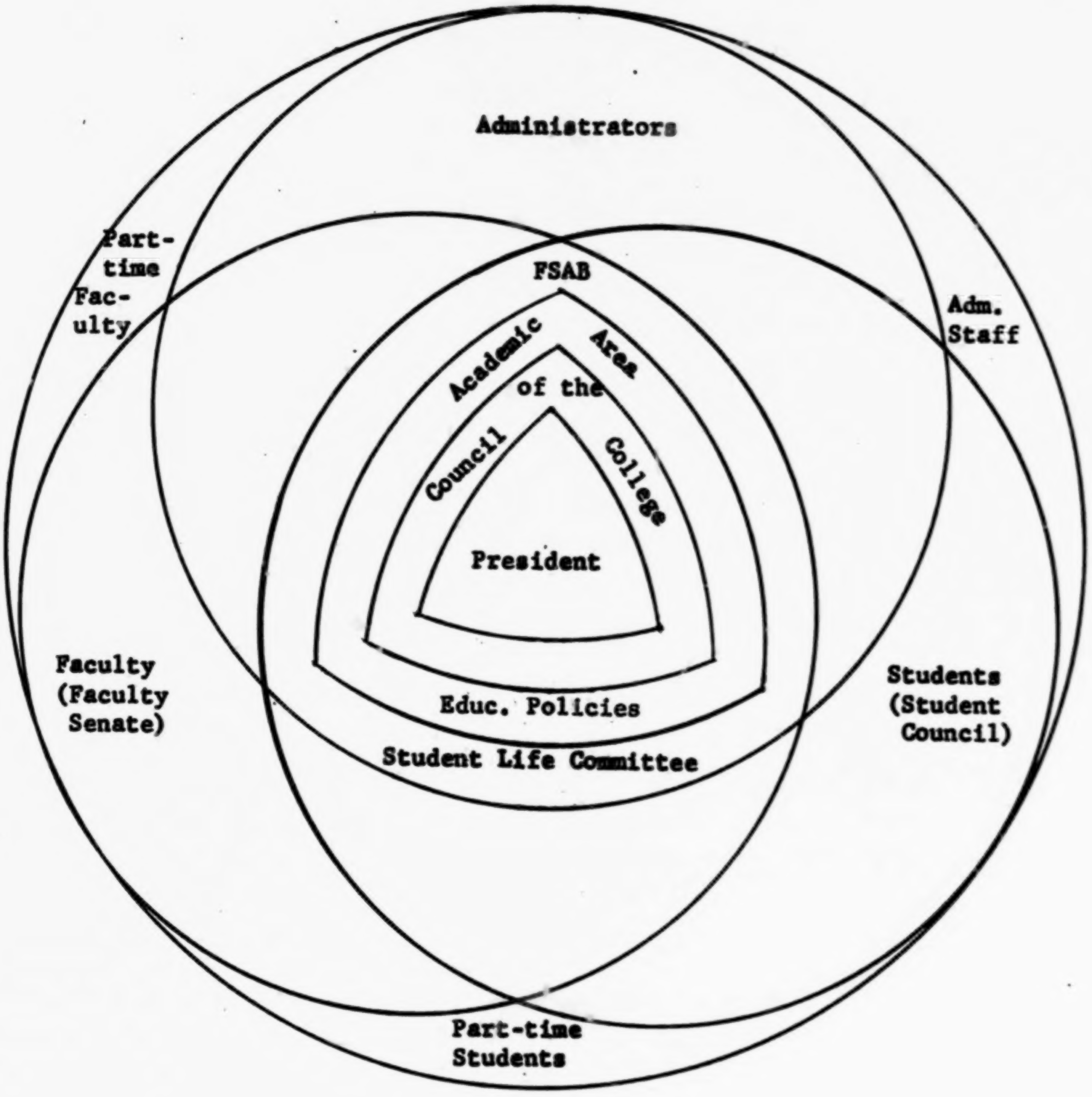
Experimental Results

When the total College Faculty had had an opportunity to consider and vote on the proposal, The Council of the College, an abbreviated form of the "College Organization Questionnaire" was sent to them. It included the Faculty Participation Profile, the College Description Profile, the "Continuum of Processes" and one new section, a rating scale which would provide data to help measure the success of the Simulation Sessions.

College Description Profile

The average ratings of the characteristics of the College after the experimental treatment are presented in Table 17; these data are separated according to Faculty sex and contract-status groups. The greatest similarity of choices, a rank correlation of .737, occurs between the male and contract female Faculty. The similarities among

Fig. 2--Organizational Chart[a]


Administrators
Part-
time
Fac-
ulty
FSAB
Adm.
Staff
Academic Area
of the
Council College
President
Faculty
(Faculty
Senate)
Educ. Policies
Student Life Committee
Students
(Student
Council)
Part-time
Students

FSAB=Faculty Student Advisory Board

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[a] The detailed Organizational Chart, constructed by the Ad Hoc Committee, is found in Appendix A. IV.

TABLE 17

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS AFTER SIMULATION BY FACULTY SEX AND CONTRACT-STATUS GROUPS

Characteristic	Male N=18	Female		Total N=61	F
		Non-Contract N=23	Contract N=20		
People intrinsically important C	1.72	1.35	1.45	1.49	0.17
Community of scholars C	.50	.57	1.15	.74	1.08
Representative democratic structure C	.56	1.17	1.25	1.02	.79
Purpose more than the graduate C	1.50	1.13	1.70	1.43	.41
Formally established rules and regulations governing administrative decisions B	.67	1.57	1.05	1.13	1.12
Personal relationships C	2.17	.78	1.35	1.38	3.00
Clear-cut division of labor B	.22	.43	.30	.33	.19
Group-oriented faculty C	.28	.22	.50	.33	.46
Importance of consensus C	.44	.91	.70	.70	.54
Feeling of togetherness C	.00	.30	.00	.11	2.28
High degree of specialization B	.00	.87	.30	.43	2.24
Business-like relationships B	.83	1.22	.85	.98	.29
Purpose is the graduate B	.78	1.09	1.05	.98	.13
Hierarchy of authority B	2.72	1.91	2.30	2.28	.46
Clearly-circumscribed authority B	1.00	.52	.50	.66	.56
Faculty members know each other well C	1.56	1.43	.35	1.11	2.61
Self-oriented faculty B	1.11	.57	1.10	.90	.75
Administrators impersonal in contacts with faculty and other administrators B	.33	1.13	.90	.82	1.24
Informal communication C	1.28	.48	1.45	1.03	1.64
Importance of tradition C	.28	.39	.45	.38	.11
Roles not too differentiated C	.50	.22	1.40	.69	3.86
Bureaucratic organization B	.50	1.61	.85	1.03	1.83
Faculty impersonal toward students B	0.11	0.13	0.00	0.08	0.57

C = Community.
B = Bureaucracy.
$P < .05$ (3.16); df, 2,58.
rho: Male and Non-Contract Female = .552
Male and Contract Female = .737
Contract and Non-Contract Female = .392

the other groups range from .392 between the contract and non-contract females to .552 between the male and non-contract female Faculty. These data indicate that there is a decided difference in the way the contract and non-contract Faculty view their College. This is a rather different situation from the one described earlier. The rank correlations among the three groups calculated from the data obtained from the first "College Organization Questionnaire" showed a closer relationship among the three groups; they were all in the six-hundredths.

All three groups rate "Hierarchy of authority (B)" as the most visible characteristic of the College after the Simulation Sessions. This is a radical change from their original descriptions of the College. It will be remembered that in the description of the College before Simulation, only the male Faculty ranked the above characteristic first; both female groups ranked "People intrinsically important (C)" as the most important characteristic. After the experimental treatment this characteristic has dropped to fifth place as ranked by the non-contract female Faculty, and to a tied third place as ranked by the contract female Faculty group.

The only significant difference among the Faculty choices is for the characteristic, "Roles not too differentiated (C)"; the difference is caused by the high rating given it by the contract female Faculty. This choice was not significantly different before the Simulation Sessions. The one significant difference reported earlier was for "Clear-cut division of labor (B)"; it is not significantly different now. Since these two characteristics are opposites, it seems logical that if one is rather different, the other cannot be. Both times, the differences were caused by high ratings by one or two of the contract

Faculty groups.

Another important difference, caused by the higher averages of the contract Faculty, occurs for "Personal relationships (C)." Both the male and non-contract female Faculty have high averages for "Faculty members know each other well (C)."

Descriptions by age-groups are somewhat more consistent. The rank correlation between the two age groups by averages is .589; the ratings by age groups are found in Table 18.

The correlation for the age groups' descriptions of the College before the experiment is .467; the change from a .467 to .589 seems to indicate that the two age groups have come closer in their descriptions of the College. Before the experiment, both groups ranked "People intrinsically important (C)" first; after the experiment both groups rank "Hierarchy of authority (B)" first. The younger age group had ranked the latter third, and the older group had it in second place.

In the first description of the College by age groups there were three significant differences; the description after Simulation includes only one significant difference for the characteristic, "Administrators impersonal in contacts with faculty and other administrators (B)." This is caused by the higher rating given it by the older age group; its ratings were not significantly different in the earlier description of the College.

As before, the greatest discrepancy is between the "conservative" and "liberal" groups. The rank correlation between the two descriptions in Table 19 is .445. There is a slight coming together in the thinking of the "conservative" and "liberal" groups; their rank correlation for the pre-Simulation College is .293 and now the rank correlation has risen to .445.

TABLE 18

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS AFTER SIMULATION BY FACULTY AGE GROUPS

Characteristic		31-45 N=35	46+ N=23	Total N=58	t
People intrinsically important	C	1.91	1.04	1.57	1.58
Community of scholars	C	.54	1.00	.72	1.11
Representative democratic structure	C	.91	1.30	1.07	.77
Purpose more than the graduate	C	1.37	1.52	1.43	.27
Formally established rules and regulations governing administrative decisions	B	.91	1.52	1.16	1.15
Personal relationships	C	1.60	.96	1.34	1.35
Clear-cut division of labor	B	.29	.30	.29	.06
Group-oriented faculty	C	.43	.22	.34	.77
Importance of consensus	C	.91	.48	.74	1.13
Feeling of togetherness	C	.11	.13	.12	.11
High degree of specialization	B	.40	.52	.44	.32
Business-like relationships	B	.97	1.13	1.03	.31
Purpose is the graduate	B	.97	1.09	1.02	.21
Hierarchy of authority	B	2.20	2.22	2.21	.02
Clearly-circumscribed authority	B	.63	.52	.59	.26
Faculty members know each other well	C	1.11	1.00	1.07	.22
Self-oriented faculty	B	1.03	.43	.79	1.44
Administrators impersonal in contacts with faculty and other administrators	B	.37	1.48	.81	2.63
Informal communication	C	1.29	.57	1.00	1.45
Importance of tradition	C	.43	.35	.40	.26
Roles not too differentiated	C	.86	.48	.71	.92
Bureaucratic organization	B	1.03	1.09	1.05	.11
Faculty impersonal toward students	B	0.03	0.13	0.07	0.92

C = Community.
B = Bureaucracy.
$P < .05$ (2.00); df, 57.
rho = .589.

There are three significant differences between the choices of the "conservatives" and "liberals." Two of these differences are caused by higher averages of the "conservatives" for "High degree of specialization (B)" and "Informal communication (C)." The first one was significantly different in the pre-Simulation description of the College for

TABLE 19

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS AFTER SIMULATION BY CONSERVATIVE AND LIBERAL FACULTY GROUPS

Characteristic		Conservative N=11	Liberal N=14	Total N=25	t
People intrinsically important .	C	2.27	1.57	1.88	0.83
Community of scholars	C	.45	.86	.68	.69
Representative democratic structure	C	1.45	1.29	1.36	.20
Purpose more than the graduate .	C	1.45	1.50	1.48	.05
Formally established rules and regulations governing administrative decisions	B	.91	1.00	.96	.12
Personal relationships	C	1.45	1.57	1.52	.15
Clear-cut division of labor . .	B	.18	.29	.24	.42
Group-oriented faculty	C	.27	.21	.24	.24
Importance of consensus	C	.18	1.57	.96	2.23
Feeling of togetherness	C	.09	.00	.04	1.13
High degree of specialization .	B	1.27	.00	.56	2.10
Business-like relationships . .	B	.45	1.29	.92	1.12
Purpose is the graduate	B	1.63	.93	1.24	.75
Hierarchy of authority	B	1.00	2.00	1.56	1.02
Clearly-circumscribed authority	B	.27	.21	.24	.17
Faculty members know each other well	C	2.27	1.21	1.68	1.09
Self-oriented faculty	B	.27	.86	.60	1.05
Administrators impersonal in contacts with faculty and other administrators	B	.27	.93	.64	1.03
Informal communication	C	1.45	.00	.64	2.94
Importance of tradition	C	.00	.86	.48	1.81
Roles not too differentiated . .	C	.73	.50	.60	.41
Bureaucratic organization . . .	B	.55	1.36	1.00	1.01
Faculty impersonal toward students	B	0.00	0.21	0.12	0.88

C = Community.
B = Bureaucracy.
P < .05 (2.06); df, 24.
rho = .445.

the same reason. The other significant difference is between the averages for "Importance of consensus (C)" for which the "liberals" have a higher average. Another difference, near the significance level, occurs for the characteristic, "Importance of tradition (C)" for which the "liberals" have a high average.

A summary of the rank correlations between Faculty sub-groups is listed in Table 20. As mentioned above, the contract and non-contract Faculty describe the College after the Simulation Sessions much differently than they did before the experiment began. On the other hand, the two age groups and also the "conservatives" and the "liberals" have come closer together in their descriptions of the College after the Simulation Sessions.

TABLE 20

SUMMARY OF RANK CORRELATIONS FOR COLLEGE DESCRIPTION PROFILES BETWEEN FACULTY SUB-GROUPS: PRE- AND POST-SIMULATION

Group	N	Pre-Simulation	Post-Simulation	Difference
Male and Non-Contract Female .	41	0.637	0.552	-0.085
Male and Contract Female . . .	38	.641	.737	+ .096
Contract and Non-Contract Female	43	.623	.392	- .231
Age Groups: 31-45 and 46 and over	58	.467	.589	+ .122
Conservatives and Liberals . .	26	0.293	0.445	+0.152

Differences between the various Faculty sub-groups' ratings of the three College Description Profiles (CDP) have been discussed at some length. At this time differences within the sub-groups' ratings of the CDP's will be presented and analyzed.

The ratings in Table 21, assigned to "community" characteristics by all the Faculty respondents to the questionnaire, show eight significant differences between the "ideal" CDP and the pre-Simulation

TABLE 21

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF "COMMUNITY" OF AN "IDEAL" COLLEGE AND COLLEGE BEFORE AND AFTER SIMULATION (N=61)

Characteristic	College Description Profile			t		
	"Ideal" (A)	Simulation Pre (B)	Simulation Post (B-2)	A,B	A,B-2	B,B-2
People intrinsically important	3.80	2.07	1.49	5.19	6.38	1.68
Community of scholars . .	3.31	.79	.74	6.89	6.71	.19
Representative of democratic structure	2.75	.89	1.02	5.95	5.18	- .58
Purpose more than the graduate	2.34	1.49	1.43	2.13	2.23	.19
Personal relationships . .	1.33	1.69	1.38	-1.10	- .14	.96
Group-oriented faculty . .	.75	.54	.33	.87	2.14	1.07
Importance of consensus .	.72	.39	.70	1.32	.06	-1.87
Feeling of togetherness .	.70	.43	.12	1.72	3.25	1.68
Faculty members know each other well	.33	1.44	1.11	-3.73	-2.75	.95
Informal communication . .	.07	.44	1.03	-2.61	-4.02	-2.37
Importance of tradition .	.07	.48	.38	-2.91	-2.00	.53
Roles not too differentiated	0.02	0.56	0.69	-3.36	-3.47	-0.54

$P < .05$ (2.00); df, 60.
$P < .01$ (2.66); df, 60.

College CDP. Three are significant beyond the .01 level for the characteristics, "People intrinsically important," "Community of scholars," and "Representative democratic structure," and one is significant beyond the .05 level for "Purpose more than the graduate"; these four have much lower averages for the College than for an "ideal" college. The other four are ranked higher for the College than for an "ideal" college; three of the differences are significant beyond the .01 level for "Faculty members know each other well," "Importance of tradition," and "Roles not too differentiated," and beyond the .05 level for "Informal Communication."

After the Simulation Sessions, little change appears to have taken place. Six of the t-test values have decreased, but only one, "Importance of tradition," is significantly different. Six differences have increased; one of these, "Group-oriented faculty," is now significant beyond the .05 level, and two, "Feeling of togetherness" and "Informal communication," are now significant beyond the .01 level.

Ratings for "bureaucratic" characteristics are listed in Table 22. There is one change in the direction toward an "ideal" college;

TABLE 22

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF "BUREAUCRACY" OF AN "IDEAL" COLLEGE AND THE COLLEGE BEFORE AND AFTER SIMULATION (N=61)

Characteristic	College Description Profile			t		
		Simulation				
	"Ideal" (A)	Pre (B)	Post (B-2)	A,B	A,B-2	B,B-2
Formally established rules and regulations governing administrative decisions	1.41	0.59	1.13	2.62	0.74	-2.16
Clear-cut division of labor	.79	.74	.33	.18	2.29	1.84
High degree of specialization	.69	.75	.11	- .24	2.64	1.46
Business-like relationships	.48	.43	.98	.28	-1.96	-2.17
Purpose is the graduate	.46	.90	.98	-1.71	-1.69	- .26
Hierarchy of authority	.36	1.98	2.28	-5.14	-5.57	- .89
Clearly circumscribed authority	.36	.16	.66	1.30	-1.29	-2.09
Self-oriented faculty	.16	1.11	.90	-3.72	-4.01	.74
Administrators impersonal in contacts with faculty and other administrators	.08	.46	.82	-2.35	-3.33	-1.65
Bureaucratic organization	.00	1.23	1.03	-4.42	-4.16	.57
Faculty impersonal toward students	0.00	0.02	0.08	-1.00	-1.52	-1.27

$P <$ .05 (2.00); df, 60.
$P <$ .01 (2.66); df, 60.

the difference between "ideal" and College averages has dropped from the .05 level to non-significance for "Formally established rules and regulations governing administrative decisions." But three differences in a direction away from an "ideal" college also appear, two from non-significance to significance beyond the .05 level ("Clear-cut division of Labor" and "High degree of specialization"), and "Administrators impersonal in contacts with faculty and other administrators," from the .05 level to the .01 level. The other seven ratings of the "bureaucratic" characteristics have not changed appreciably after the Simulation Sessions.

The average ratings by the male Faculty have not changed significantly after the Simulation Sessions for any of the College characteristics. *These data are shown in Table 23.*

However, there have been some changes of significant t-test values. Those which show a directional change towards "ideal" averages include "People intrinsically important (C)," "Clearly-circumscribed authority (B)," and "Roles not too differentiated (C)." Those averages which have moved farther from the "ideal" are "Feeling of togetherness (C)," "Self-oriented faculty (B)," and "Informal communication (C)."

The non-contract female Faculty have changed significantly in their ratings of the College before and after Simulation for two characteristics. The data in Table 24 show that the distance away from an "ideal" college has increased significantly for "Clear-cut division of labor (B)" and "Bureaucratic organization (B)." However, significant t-test values for pre- and post-Simulation averages have changed for several of the characteristics. Distance away from "ideal" averages has lessened for "Roles not too differentiated (C)" and "Self-oriented faculty (B)." The distance has increased for "People intrinsically

TABLE 23

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF AN "IDEAL" COLLEGE AND THE COLLEGE BEFORE AND AFTER SIMULATION BY MALE FACULTY (N=18)

Characteristic		College Description Profile		t		
		Simulation				
	"Ideal" (A)	Pre (B)	Post (B-2)	A,B	A,B-2	B,B-2
People intrinsically important C	3.28	1.39	1.72	3.45	2.10	-0.59
Community of scholars . C	2.56	.83	.50	3.11	2.83	.70
Representative democratic structure . . C	2.44	.61	.56	3.14	2.88	.11
Purpose more than the graduate C	2.83	1.72	1.50	1.29	1.41	.50
Formally established rules and regulations governing administrative decisions . . . B	1.11	.22	.67	1.66	.76	-1.02
Personal relationships C	1.83	1.78	2.17	.08	- .44	- .55
Clear-cut division of labor . . . . B	.94	.61	.22	.66	1.73	1.51
Group-oriented faculty C	.61	.61	.28	.00	1.30	1.19
Importance of consensus C	.28	.06	.44	1.00	- .46	-1.44
Feeling of togetherness C	.50	.39	.00	.34	2.30	1.69
High degree of specialization . . . . B	.39	.11	.00	.77	1.16	1.00
Business-like relationships . . . . B	.72	.28	.83	1.00	[illegible]	- .99
Purpose is the graduate B	1.17	.94	.78	.38	.65	.29
Hierarchy of authority B	.56	2.28	2.72	-2.51	-3.07	- .82
Clearly-circumscribed authority . . . . . . B	.44	.00	1.00	2.61	-1.01	-1.84
Faculty members know each other well . . . C	.83	1.94	1.56	-1.72	-1.14	.54
Self-oriented faculty . B	.06	.72	1.11	-1.80	-2.64	- .69
Administrators impersonal in contacts with faculty and other administrators . . . B	[illegible]	.56	.33	- .88	- .33	.81
Informal communication C	.17	.67	1.28	-1.70	-2.20	-1.48
Importance of tradition C	.00	.33	.28	-1.46	-1.23	.16
Roles not too differentiated C	.00	.89	.50	-2.35	-1.64	.91
Bureaucratic organiza. B	.00	1.56	.50	-2.54	-2.30	1.77
Faculty impersonal toward students . . . B	0.00	0.06	0.11	-1.00	-1.46	-1.00

C = Community.
B = Bureaucracy.

P < .05 (2.11); df, 17.
P < .01 (2.90); df, 17.

TABLE 24

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF AN "IDEAL" COLLEGE BEFORE AND AFTER SIMULATION BY NON-CONTRACT FEMALE FACULTY (N=23)

Characteristic	College Description Profile			t		
		Simulation				
	"Ideal" (A)	Pre (B)	Post (B-2)	A,B	A,B-2	B,B-2
People intrinsically important C	4.35	2.17	1.35	3.72	5.12	1.45
Community of scholars . . C	3.57	.87	.57	3.51	4.30	.77
Representative democratic structure C	3.22	1.48	1.17	3.45	4.11	1.00
Purpose more than the graduate C	1.70	1.70	1.13	.00	.91	1.08
Formally established rules and regulations governing administrative decisions . . . . B	1.26	.91	1.57	.62	- .51	-1.44
Personal relationships . C	1.17	1.00	.78	.40	.92	.56
Clear-cut division of labor . . . . B	1.09	1.43	.43	- .62	2.55	2.16
Group-oriented faculty . C	.70	.48	.22	.49	1.56	.80
Importance of consensus . C	.91	.57	.91	.76	.00	- .97
Feeling of togetherness . C	.70	.48	.30	1.42	1.04	.44
High degree of specialization . . . . B	1.13	1.09	.30	.09	1.90	.52
Business-like relationships . . . . B	.48	.65	1.22	- .94	-1.66	-1.36
Purpose is the graduate . B	.13	.78	1.09	-1.76	-2.08	- .64
Hierarchy of authority . B	.30	1.74	1.91	-3.81	-3.02	- .29
Clearly-circumscribed authority . . . . B	.22	.35	.52	- .40	- .88	- .41
Faculty members know each other well C	.00	1.61	1.43	-3.34	-3.05	.28
Self-oriented faculty . . B	.00	1.13	.57	-2.61	-1.80	1.44
Administrators impersonal in contacts with faculty and other administrators . . . . B	.04	.61	1.13	-2.02	-3.01	-1.30
Informal communication . C	.00	.48	.48	-1.91	-2.04	.00
Importance of tradition . C	.00	.22	.39	-1.23	-1.37	- .64
Roles not too differentiated C	.04	.61	.22	-2.26	- .94	1.82
Bureaucratic organization B	.00	.65	1.61	-2.29	-3.09	-2.10
Faculty impersonal toward students . . . . B	0.00	0.00	0.13	. .	-1.00	-1.00

C = Community.
B = Bureaucracy.

P < .05 (2.07); df, 22.
P < .01 (2.82); df, 22.

important (C)," "Purpose is the graduate (B)," and "Administrators impersonal in contacts with faculty and other administrators (B)."

The contract female Faculty, according to the data in Table 25, have also changed significantly in their ratings of two College characteristics; both "Informal communication (C)" and "Roles not too differentiated (C)" are farther from the "ideal" ratings after the Simulation Sessions than before.

There are some averages of the College characteristics which have significantly changed t-test values. Those which show that the ratings have moved closer to the "ideal" are "Community of scholars (C)," "Representative democratic structure (C)," "Purpose more than the graduate (C)," "Formally established rules and regulations governing administrative decisions (B)," "Personal relationships (C)," "Clear-cut division of labor (B)," "Importance of tradition (C)," and "Bureaucratic organization (B)."

Those ratings which are now farther from the "ideal" include "People intrinsically important (C)," "Feeling of togetherness (C)," "Self-oriented faculty (B)," and "Administrators impersonal in contacts with faculty and other administrators (B)."

The ratings of the age group, 31-45, have not changed very much after the Simulation Sessions. The averages for two characteristics, "Business-like relationships (B)" and "Clearly-circumscribed authority (B)," are significantly closer to the "ideal" averages after the Simulation sessions than before. The average after Simulation for "Informal communication (C)" is significantly different in a direction away from the "ideal." These data are included in Table 26.

The data do show a change towards the "ideal" for "Personal relationships (C)," "Faculty members know each other well (C)," and

TABLE 25

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF AN "IDEAL" COLLEGE AND THE COLLEGE BEFORE AND AFTER SIMULATION BY CONTRACT FEMALE FACULTY (N=20)

Characteristic	College Description Profile			t		
		Simulation				
	"Ideal" (A)	Pre (B)	Post (B-2)	A,B	A,B-2	B,B-2
People intrinsically important C	3.65	2.55	1.45	1.87	3.96	1.79
Community of scholars . . C	3.70	.65	1.15	6.61	4.48	-1.01
Representative democratic structure C	2.50	.45	1.25	3.55	2.00	-2.27
Purpose more than the graduate C	2.65	1.05	1.70	2.23	1.53	- .89
Formally established rules and regulations governing administrative decisions . . . . B	1.85	.55	1.05	2.51	1.06	-1.19
Personal relationships . C	1.05	2.40	1.35	-2.29	- .47	1.72
Clear-cut division of labor . . . . B	.30	.05	.30	1.23	.00	-0.82
Group-oriented faculty . C	.95	.55	.50	.88	1.00	.12
Importance of consensus . C	.90	.50	.70	.75	.42	-1.07
Feeling of togetherness . C	.90	.40	.00	1.36	3.11	1.15
High degree of specialization . . . . B	.45	.95	.00	-1.02	1.37	1.33
Business-like relationships . . . . B	.25	.30	.85	- .18	-1.55	-1.42
Purpose is the graduate . B	.20	1.00	1.05	-2.03	-1.56	- .08
Hierarchy of authority . B	.25	2.00	2.30	-2.81	-3.44	- .52
Clearly-circumscribed authority . . . . B	.45	.10	.50	1.68	- .16	-1.90
Faculty members know each other well C	.25	.80	.35	-1.29	- .29	.98
Self-oriented faculty . . B	.45	1.45	1.10	-1.95	-2.67	.62
Administrators impersonal in contacts with faculty and other administrators . . . . B	.00	.20	.90	-1.29	-2.10	-1.76
Informal communication . C	.05	.20	1.45	- .72	-2.77	-2.23
Importance of tradition . C	.20	.90	.45	-2.21	- .86	1.23
Roles not too differentiated C	.00	.20	1.40	-1.00	-3.16	-2.33
Bureaucratic organization B	.00	1.60	.85	-2.91	-2.13	1.13
Faculty impersonal toward students . . . . B	0.00	0.00	0.00	. .	. .	. .

C = Community.
B = Bureaucracy.

$P < .05$ (2.09); df, 19.
$P < .01$ (2.86); df, 19.

TABLE 26

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF AN "IDEAL" COLLEGE AND OF THE COLLEGE BEFORE AND AFTER SIMULATION BY AGE GROUP, 31-45 (N=35)

Characteristic	College Description Profile			t		
		Simulation				
	"Ideal" (A)	Pre (B)	Post (B-2)	A,B	A,B-2	B,B-2
People intrinsically important C	4.03	2.31	1.91	3.99	4.23	0.83
Community of scholars . . . C	3.71	.51	.54	6.51	6.33	- .08
Representative democratic structure C	2.60	.66	.91	4.54	3.84	- .85
Purpose more than the graduate C	2.46	1.57	1.37	1.65	1.82	.47
Formally established rules and regulations governing administrative decisions . . . . B	1.06	.54	.91	1.45	.36	-1.07
Personal relationships . . C	1.14	2.20	1.60	-2.36	- .95	1.35
Clear-cut division of labor . . . . B	.74	.49	.29	.75	1.57	.65
Group-oriented faculty . . C	.77	.66	.43	.33	1.21	.75
Importance of consensus . . C	.71	.43	.91	.85	- .52	-1.91
Feeling of togetherness . . C	.49	.43	.11	.28	1.97	1.34
High degree of specialization . . . . B	.77	.54	.11	.62	2.20	.49
Business-like relationships B	.40	.11	.97	1.58	-1.59	-2.41
Purpose is the graduate . . B	.51	.49	.97	.09	-1.00	-1.19
Hierarchy of authority . . B	.29	2.06	2.20	-3.94	-4.06	- .34
Clearly-circumscribed authority . . . . B	.37	.00	.63	2.72	- .88	-2.34
Faculty members know each other well C	.37	2.03	1.11	-3.68	-1.98	1.81
Self-oriented faculty . . . B	.26	1.23	1.03	-2.71	-3.18	.55
Administrators impersonal in contacts with faculty and other administrators B	.11	.17	.37	- .36	-1.07	- .84
Informal communication . . C	.11	.37	1.29	-1.60	-3.33	-2.83
Importance of tradition . . C	.06	.69	.43	-2.95	-1.74	.93
Roles not too differentiated C	.03	.97	.86	-3.59	-2.74	.29
Bureaucratic organization . B	.00	1.29	1.03	-3.49	-3.20	.60
Faculty impersonal toward students . . . . B	0.00	0.00	0.03	. .	-1.00	-1.00

C = Community.
B = Bureaucracy.

$P < .05$ (2.03); df, 34.
$P < .01$ (2.73); df, 34.

"Importance of tradition (C)," and a change away from it for "High degree of specialization (B)."

The other age group, 45 and over, has not changed significantly in their average ratings except for one characteristic, "Roles not too differentiated"; this is a change in a direction away from the "ideal" as shown in Table 27.

The data in Table 27 also show some changes of significant t-test values. These are changes away from "ideal" ratings: "People intrinsically important (C)," "Clear-cut division of labor (B)," "Feeling of togetherness (C)," "Hierarchy of authority (B)," and "Administrators impersonal in contacts with faculty and other administrators (B)." These two changes are closer to "ideal" ratings: "Purpose is the graduate (B)" and "Self-oriented faculty (B)."

"Conservatives," according to the data in Table 28, have changed significantly in their ratings for two of the characteristics, "Faculty members know each other well (C)" and "Informal communication (C)." Both of these changes are farther from the "ideal" ratings after the Simulation Sessions than before.

Changes of the "conservative" group's significant t-test values away from the "ideal" occur for these characteristics: "People intrinsically important (C)," "Community of scholars (C)," and "Informal communication (C)." Only one change brings the average closer to the "ideal," and that is for the characteristic, "Hierarchy of authority (B)."

The data in Table 29 show that the "liberals" have not changed significantly in any of their ratings of College characteristics after the Simulation Sessions. There are, however, some changes of significant t-values. Changes of ratings which come closer to "ideal" ratings

TABLE 27

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF AN "IDEAL" COLLEGE AND OF THE COLLEGE BEFORE AND AFTER SIMULATION BY AGE GROUP, 45+ (N=23)

Characteristic		College Description Profile			t		
		"Ideal" (A)	Simulation				
			Pre (B)	Post (B-2)	A,B	A,B-2	B,B-2
People intrinsically important	C	3.52	1.96	1.04	2.74	4.38	1.69
Community of scholars	C	2.87	1.13	1.00	3.09	2.95	.32
Representative democratic structure	C	3.09	1.35	1.30	3.37	3.04	.11
Purpose more than the graduate	C	1.96	1.35	1.52	1.11	.90	- .28
Formally established rules and regulations governing administrative decisions	B	1.96	.74	1.52	1.98	.57	-1.97
Personal relationships	C	1.43	1.04	.96	.88	.98	.19
Clear-cut division of labor	B	.91	1.00	.30	- .19	2.18	1.97
Group-oriented faculty	C	.74	.43	.22	.81	1.74	.84
Importance of consensus	C	.83	.39	.48	1.02	.89	- .42
Feeling of togetherness	C	1.00	.43	.13	1.97	2.36	.89
High degree of specialization	B	.65	1.17	.13	-1.20	1.45	1.62
Business-like relationships	B	.65	.74	1.13	- .29	-1.12	-1.18
Purpose is the graduate	B	.43	1.48	1.09	-2.29	-1.44	.71
Hierarchy of authority	B	.30	1.61	2.22	-2.71	-3.45	-1.06
Clearly-circumscribed authority	B	.35	.43	.52	- .26	- .52	- .22
Faculty members know each other well	C	.13	.61	1.00	-1.85	-1.97	- .91
Self-oriented faculty	B	.04	1.00	.43	-2.36	-1.90	1.20
Administrators impersonal in contacts with faculty and other administrators	B	.04	.70	1.48	-2.23	-3.49	-1.82
Informal communication	C	.00	.61	.57	-2.08	-1.97	.12
Importance of tradition	C	.87	.22	.35	- .77	-1.00	- .50
Roles not too differentiated	C	.00	.00	.48	. .	-2.12	-2.12
Bureaucratic organization	B	.00	.78	1.09	-2.11	-2.45	- .55
Faculty impersonal toward students	B	0.00	0.00	0.13	. .	-1.00	-1.00

C = Community.
B = Bureaucracy.

P < .05 (2.07); df, 22.
P < .01 (2.82); df, 22.

TABLE 28

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF AN "IDEAL" COLLEGE AND OF THE COLLEGE BEFORE AND AFTER SIMULATION BY CONSERVATIVE FACULTY GROUP (N=11)

Characteristic	College Description Profile			t		
		Simulation				
	"Ideal" (A)	Pre (B)	Post (B-2)	A,B	A,B-2	B,B-2
People intrinsically important C	5.00	2.64	2.27	2.36	4.30	0.43
Community of scholars . . . C	3.29	.86	.14	2.56	3.45	1.17
Representative democratic structure C	2.36	1.18	1.45	1.27	1.00	- .64
Purpose more than the graduate C	1.36	1.82	1.45	- .61	- .12	.45
Formally established rules and regulations governing administrative decisions B	1.45	.91	.91	.75	.66	.00
Personal relationships . . C	1.18	.45	1.45	.98	- .54	-1.58
Clear-cut division of labor B	1.09	.00	.18	2.21	2.19	-1.00
Group-oriented faculty . . C	.45	.45	.27	.00	.45	.35
Importance of consensus . . C	.64	.36	.18	.49	.92	.52
Feeling of togetherness . . C	1.18	.91	.09	.67	1.99	1.27
High degree of specialization . . . . B	1.09	2.18	.09	-1.67	1.85	1.29
Business-like relationships B	.18	.00	.45	1.00	- .54	-1.00
Purpose is the graduate . . B	.64	1.00	1.64	- .65	-1.13	- .69
Hierarchy of authority . . B	.36	1.73	1.00	-3.16	-1.00	- .85
Clearly-circumscribed authority . . . . B	.64	.91	.27	- .40	1.30	1.10
Faculty members know each other well C	.00	.64	2.27	-1.17	-2.85	-2.14
Self-oriented faculty . . . B	.09	1.27	.27	-1.66	-1.00	1.27
Administrators impersonal in contacts with faculty and other administrators B	.00	.45	.27	-1.46	-1.00	.41
Informal communication . . C	.00	.36	1.45	-1.00	-2.59	-2.13
Importance of tradition . . C	.00	.09	.00	-1.00	. .	1.00
Roles not too differentiated C	.00	.36	.73	-1.00	-1.49	-1.00
Bureaucratic organization . B	.00	.27	.55	-1.40	-1.00	- .45
Faculty impersonal toward students . . . . B	0.00	0.00	0.00	. .	. .	. .

C = Community.
B = Bureaucracy.

P < .05 (2.23); df, 10.
P < .01 (3.17); df, 10.

TABLE 29

AVERAGE RATINGS OF COLLEGE CHARACTERISTICS OF AN "IDEAL" COLLEGE AND OF THE COLLEGE BEFORE AND AFTER SIMULATION BY LIBERAL FACULTY GROUP (N=14)

Characteristic	College Description Profile			t		
		Simulation				
	"Ideal" (A)	Pre (B)	Post (B-2)	A,B	A,B-2	B,B-2
People intrinsically important C	3.29	1.43	1.57	2.46	1.68	-0.18
Community of scholars . . . C	2.58	.92	.83	1.57	1.71	- .69
Representative democratic structure C	2.86	.43	1.29	3.77	1.91	-1.37
Purpose more than the graduate C	2.07	1.14	1.50	1.20	1.00	- .44
Formally established rules and regulations governing administrative decisions B	1.57	.50	1.00	1.50	.67	- .83
Personal relationships . . C	1.43	2.07	1.57	- .72	- .17	.69
Clear-cut division of labor B	.64	.21	.29	.95	.96	- .25
Group-oriented faculty . . C	.57	.64	.21	- .14	1.44	.97
Importance of consensus . . C	.29	.64	1.57	- .77	-2.39	-1.91
Feeling of togetherness . . C	.50	.36	.00	1.00	1.71	1.00
High degree of specialization . . . . B	.86	.43	.00	.75	1.61	2.12
Business-like relationships B	.71	.43	1.29	.55	- .90	-1.50
Purpose is the graduate . . B	.57	.86	.93	- .41	- .52	- .10
Hierarchy of authority . . B	.29	2.07	2.00	-2.14	-2.14	.14
Clearly-circumscribed authority . . . . B	.21	.00	.21	1.38	.00	-1.00
Faculty members know each other well C	.29	2.29	1.21	-3.37	-1.38	1.41
Self-oriented faculty . . . B	.36	1.36	.86	-1.59	-1.61	.71
Administrators impersonal in contacts with faculty and other administrators B	.29	.57	.93	- .55	-1.03	- .81
Informal communication . . C	.07	.86	.00	-1.86	1.00	2.12
Importance of tradition . . C	.00	.71	.86	-2.02	-2.05	- .31
Roles not too differentiated C	.00	.93	.50	-2.18	-1.61	1.03
Bureaucratic organisation . B	.00	1.07	1.36	-1.99	-2.38	- .49
Faculty impersonal toward students . . . . B	0.00	0.00	0.21	. .	-1.00	-1.00

C = Community.
B = Bureaucracy.

$P < .05$ (2.16); df, 13.
$P < .01$ (3.01); df, 13.

include "Representative democratic structure (C)," "People intrinsically important (C)," "Faculty members know each other well (C)," and "Roles not too differentiated (C)." Changes away from the "ideal" include the ratings of two characteristics, "Importance of consensus (C)" and "Bureaucratic organization (B)."

Despite the fact that there are not too many significant differences between the average ratings of the College characteristics before and after the Simulation Sessions, there are many changes which occurred in just a few months. These changes which took place in such a short time may very well be proof of the catalystic and heuristic value of Simulation.

Faculty Participation Profile

The Faculty responded to a rating scale which indicated their present degree of participation in College government, the degree to which they thought the Faculty should participate, and the degree to which they would like to participate. They were able to check their responses on a scale of one (low) to seven (high). The raw scores are shown in Table 30.

The post-Simulation scores have moved up on the scale to higher levels. If the ranks of 5, 6, and 7 are totaled, actual participation changes from 12 (pre-Simulation) to 17 (post-Simulation), "ideal" participation from 39 to 49, and desired participation from 33 to 42.

Table 31 shows higher means for all three post-Simulation areas of participation; and two of these, "ideal" and desired, are significantly different beyond the .05 and .01 levels, respectively.

Table 31 also shows these data cross-sorted by sex, contract status, age, "conservative," and "liberal" Faculty groups. In all cases the post-Simulation averages are higher than the pre-Simulation averages with a few significant differences; several of the t-values are close to significance.

TABLE 30

RATINGS BY FACULTY OF ACTUAL, "IDEAL," AND DESIRED PARTICIPATION IN COLLEGE GOVERNMENT

Pre-Simulation	Low 1	2	3	4	5	6	High 7
Actual	14	14	9	11	8	2	2
Ideal	0	2	2	16	16	12	11
Desired	3	6	5	13	20	9	4
Post-Simulation							
Actual	12	6	17	7	12	3	2
Ideal	0	1	9	9	13	23	13
Desired	1	1	3	12	15	17	10

These data in Tables 30 and 31 do not show too much change in actual participation; but there is evidence of some change, and certainly a greater sensitivity towards "ideal" participation and the degree of participation desired by the Faculty after the Simulation Sessions.

Table 32 describes the differences on the "Continuum of Processes." The "Continuum of Processes" consists of management practice ranging from little (1) "group-participative" to great (12) "group participative" government practices. They are:

1. No information given about current situations or before proposed changes.
2. Some information given about current situations, but never about proposed changes.
3. Brief notice of a proposed change given shortly before the change occurs.

TABLE 31

AVERAGE RATINGS OF THE FACULTY PARTICIPATION PROFILE BY FACULTY SUB-GROUPS BEFORE AND AFTER SIMULATION

Faculty Group	N	Pre-Simulation	Post-Simulation	t
		Actual		
Male	16	3.81	3.94	-0.21
Contract female	20	2.15	3.10	-2.83[a]
Non-contract female	22	3.00	3.09	- .21
Age: 31-45	32	2.94	3.31	-1.13
46 and over	23	3.00	3.09	- .23
Conservatives	11	3.09	2.82	- .48
Liberals	12	3.25	3.83	-1.05
Total	58	2.93	3.33	-1.52
		Ideal		
Male	16	4.88	5.50	-1.40
Contract female	19	4.84	5.42	-1.68
Non-contract female	23	5.48	5.74	- .81
Age: 31-45	33	5.15	5.18	- .11
46 and over	22	5.09	6.05	-3.29[b]
Conservatives	11	4.45	5.64	-2.14
Liberals	12	5.17	5.17	0.00
Total	58	5.10	5.57	-2.24[a]
		Desired		
Male	16	4.00	5.00	-2.00
Contract female	20	4.10	5.20	-2.32[a]
Non-contract female	22	4.82	5.32	-1.44
Age: 31-45	32	4.34	4.81	-1.35
46 and over	23	4.39	5.61	-3.23[b]
Conservatives	11	3.64	5.09	-2.52[a]
Liberals	12	4.92	5.17	-0.39
Total	58	4.34	5.19	-3.39[b]

[a] $P < 05$.

[b] $P < 01$.

TABLE 32

MEAN DIFFERENCES OF "CONTINUUM OF PROCESSES" OF FACULTY SUB-GROUPS

Group	N	Pre-Simulation $\bar{X}$	Post-Simulation $\bar{X}$	t
Male	18	5.17	5.22	-0.07
Contract female	20	5.80	6.00	- .23
Non-contract female	23	6.00	5.36	.80
Age: 31-45	35	5.97	5.57	.66
45 and over	23	5.68	5.77	- .10
Conservatives	11	6.09	5.36	.65
Liberals	14	4.21	6.50	-2.96[a]
Total	61	5.68	5.53	0.31

[a] $p < .05$.

4. Brief notice of a proposed change given shortly before the change, with a few reasons for the change.

5. Reports sought from faculty of problems encountered in accomplishing their roles.

6. Notice of proposed change and full explanation given well in advance.

7. Faculty notified of a proposed change in advance, and an opportunity offered for them to express reactions and suggestions if they desire to do so.

8. Faculty's ideas or suggestions generally sought.

9. Faculty notified in advance of a proposed change; group discussions arranged so they can comment on whether the change is the best plan or whether some modification would result in a better plan.

10. Faculty told of a problem; group discussions conducted to discover the best way to handle it, but the final decision is made by the administration who keep group ideas and suggestions in mind.

11. Faculty and administration tackle problem as a group; after consideration and discussion decide upon solution; administration holds right of veto power.

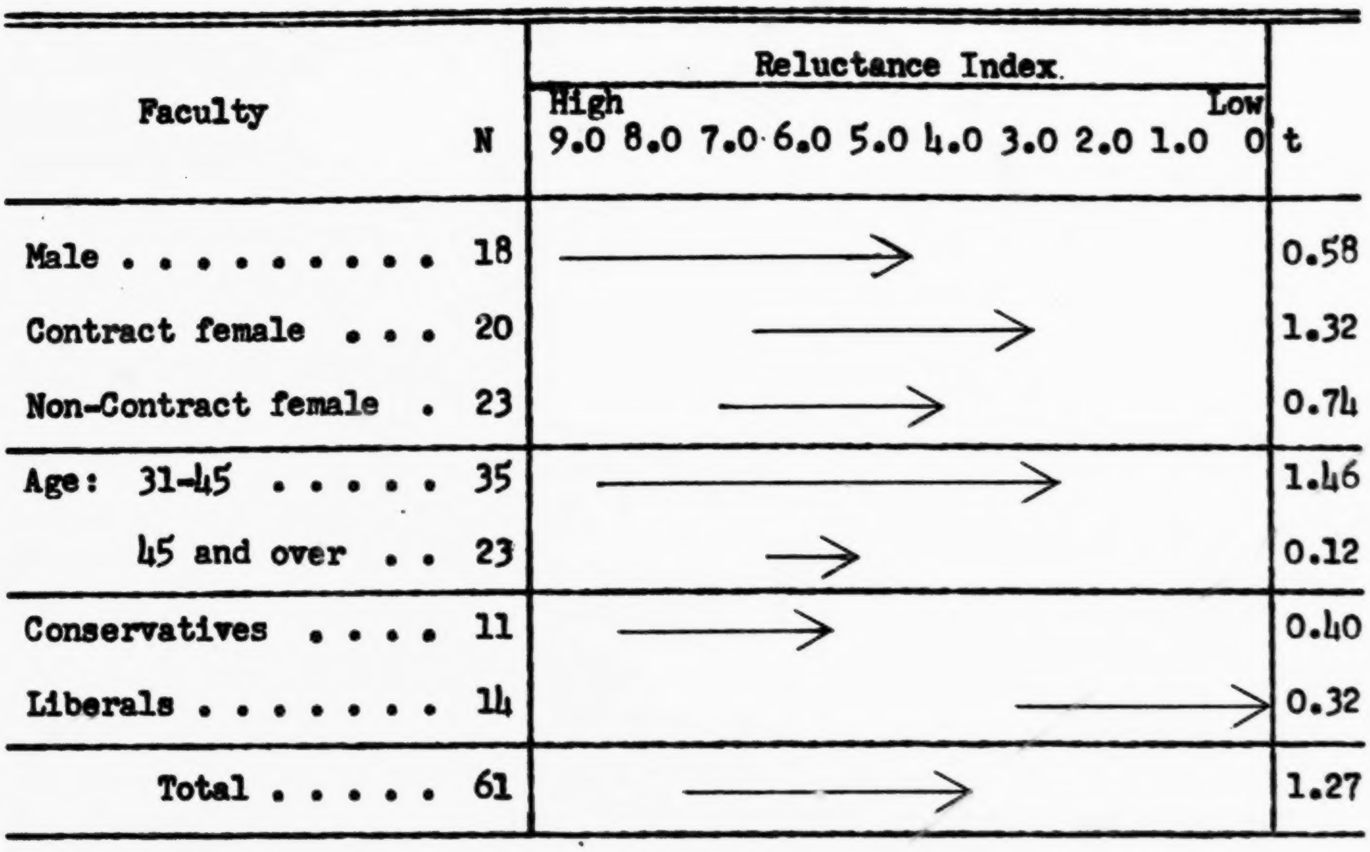
12. Administration and faculty functioning as a group, tackle the problem and solve it, using the best available methods for group functioning.

There seems to be a regression towards the mean with a somewhat lower post-Simulation score for the Faculty who completed the second questionnaire. Similarity of means also occurs when the data are cross-sorted; only one difference is significant.

In an attempt to arrive at an index of possibility for achieving greater participation in College government, the degree to which the Faculty said they were willing to participate in College government is subtracted from the degree of participation they said Faculty should have in College government. The means of these "reluctance" scores (pre- and post-Simulation) are shown in Chart 4. In each instance, the distance has decreased after the Simulation Sessions. The possibility of achieving Faculty participation seems greater after the Sessions. Although the differences are not significant, they are considerably reduced except for the age group over 45.

There is further evidence of change in the greater Pearson Product-Moment correlation, .863, between the "ideal minus actual participation" after the Simulation Sessions than the one, .731, found before the Sessions. Again, it seems there is further proof that the Faculty have become much more sensitive toward the part they should play in College government.

The Check-List, developed from the American Association of University Professors "Statement on Government of Colleges and Universities," was used while interviewing 32 Faculty members who had been at the College for at least five years; these interviews were held before and after the experimental treatment. Because of sabbatical leaves, Chart 4.—Means of Faculty "Reluctance" to Participate in College Government Before and After Simulation.[a]



[a]Arrowhead indicates Post-Simulation "Reluctance" score.

leaves of absence, etc., only 27 were interviewed after the Sessions. The data in Table 33 show that Faculty were not too involved in very many areas; they were holding their own only in the classroom (subject matter and instructional methods), and in a consultative way on two committees (Promotion and Tenure). But, when it is recalled that 32 had the opportunity to respond, it is readily evident that even in the above-mentioned areas, the involvement was considered important by about half the group.

The Faculty felt little involvement in the choice of any Administrators; three said they had been consulted about the choice of a president, one, about a dean, and one, about a departmental chairman. The majority of the interviewed Faculty (28) responded that the President and Dean were appointed by the Board of Trustees. About half (14) said that the Departmental Chairmen were appointed by the President who consulted with the Board of Trustees, while 17 said the Chairmen were appointed directly by the President or Dean.

TABLE 33

PERSONS RECOGNIZED BY FACULTY AS HOLDING PRIMARY RESPONSIBILITY IN SELECTED ACADEMIC AREAS[a]

Persons	A	B	C	D	E	F	G	H	I	J
Board of Trustees	. .	. .	. .	. .	20	9	. .	19	18	18
President	. .	. .	. .	6	21	28	28	20	19	22
Dean	19	. .	. .	22	. .	11	13	11	12	9
Department Chairman . . .	16	15	11	10	. .	15	17	7	8	. .
Faculty Committee	10	. .	. .	. .	8	. .	. .	17	17	. .
General Faculty	7	15	21	. .	. .	. .	. .	. .	. .	. .

[a]Only frequencies above five are recorded.

A=Curriculum
B=Subject Matter
C=Instructional Methods
D=Degree Requirements
E=Policies and Procedures Governing Salary Increases
F=Faculty Appointments
G=Faculty Reappointments/Non-Reappointments
H=Faculty Promotion
I=Faculty Tenure
J=Faculty Dismissal

Again, the majority of the Faculty (27) replied that some committee members were elected by the Faculty; 18 said some were appointed by the President or Dean. Although the Senate members had all been elected by the General Faculty, there was some feeling on the part of five Faculty that Administrators influenced the elections.

Results of the interviews held after the Simulation Sessions were difficult to tabulate. In general, the Faculty were pleased with the work of the Ad Hoc Committee which used the materials developed during the Simulation Sessions to formulate the proposal for The Council of the College. However, since The Council would not begin to function until the next academic year, the Faculty could only hope that it would, indeed, become "a decision-making body, having responsibility to make policy, . . . in all areas that concern the College as a whole." (App. A.IV.)

One very observable change had occurred; a Search and Selection Committee for finding an Academic Dean was established; this included "great" Faculty involvement. Such a process had never been used before.

From the rather positive and forward looking results of the College Description Profile, the Faculty Participation Profile, and the Check-List, it seems safe to say that the third research hypothesis is verified: There will be degrees of change towards more Faculty participation in College government after the Simulation Sessions. Likewise, the second hypothesis, which suggested that the Faculty would want greater participation in College government after the Sessions, is further strengthened by their increased awareness of the Faculty role in College affairs. In theory, then, and to some extent in practice, the objectives for using a simulation method to promote a faculty's participation in a college setting have been accomplished.

Evaluation of Simulation

One of the problems of this study was to explore the way a college faculty would react to using a simulation method for a serious project. There was no evidence in the literature to support its use with college professors. The above discussions of the theoretical and practical values of the use of a simulation method do not probe this problem. Therefore, other means were used to evaluate the Simulation Method used in this study.

Notes of Faculty reactions and comments which occurred during the Simulation Sessions were taken; and interviews were held with the

Simulation participants. In addition to this, a rating scale to measure the value of Simulation was added to the abbreviated form of the "College Organization Questionnaire" sent to the Faculty after the proposal, The Council of the College, was announced and acted upon.

Simulation Sessions

Most of the Faculty members had never had any experience in the use of simulation; that, in itself, provoked much curiosity about the experiment. (It is interesting to note that one Faculty member sent a letter in which he said he would not subject himself to being analyzed by a computer, and, therefore, would not complete and return the questionnaire. But he hoped this would not prevent him from participating in the Simulation Sessions.)

Because of conflicts of schedule (out-of-town conventions, etc.) many who wanted to participate could not. Originally, it had been planned to schedule the first Session, the most crucial part of the experiment, for two alternate days so that the majority of the Faculty could participate. However, the Abt Associates who evaluated the materials and plans, felt that the impact and seriousness of the activity might be lessened if the Session were looked upon as a game that could be played any time. Results and outcomes were important, and if the game lacked sophistication, these could be ruined.

Therefore, the Session was scheduled for only one day. The many College Departments cooperated so that at least one person from each area would take part in Simulation Session I; in all 30 persons participated in Simulation Session I. Since the Abt personnel consider the maximum number for a good session to be between 30 and 35, it was fortunate that the entire Faculty did not participate in the pilot run of the game.

Immediate Evaluation

The Abt external criterion of a good Simulation Session is a constant buzz of activity. This never ceased. Certain voices did emerge as leader-voices, but there was constant inter- and intra-Team communication. An interesting phenomenon (according to the Abt people) occurred about an hour and a half after the Session began: Members of the Administrator Team began "visiting" Faculty Teams to ask questions and clarify issues. It seemed almost suddenly that this was no game; this was serious business. It was almost difficult to end the Session in order to vote on proposals and to conduct a de-briefing session which is a most important part of any simulation activity.

The de-briefing revealed that persons had felt real responsibility for the role randomly assigned them. Faculty further stated that they experienced a type of exhaustion in realizing the many factors involved in making decisions, and many said that they had come to the realization that compromise is a very important feature in "group-participative" government activities.

These are remarks made by the Simulators in fairly immediate feedback:

"We'd like to do this again to plan for ____________." (12)
"Highly productive activity!" (10)
"Why haven't we done this before?" (9)
"This is an unusually creative way to accomplish things." (8)
"Not a wasted moment. Certainly different than ordinary committee work where so much time is wasted." (6)
"Best group dynamics I've ever observed, or in which I've ever participated." (5)
"Exhausting! I never worked so hard, or accomplished so much, in such a short time before." (4)

Unobtrusive Evaluation

One measure which seems to prove the Session was a success is the way the word of the activity and its results spread throughout the

Campus in a very short time.

Although the Simulators were asked to return their packages of materials if they did not want them, none were left. This, too, would seem to be an indicator of a positive feeling towards the activity.

Another positive attitude towards Simulation Session I showed itself in that every member of the first Session volunteered to be part of the one group of Faculty who would participate in Simulation Session II during which Administrators would be present. There had been some concern about getting volunteers for this, since many Faculty had said they would not attend the Simulation Sessions if Administrators were present. After Session I, this hesitation had obviously disappeared.

Table 34 gives the results of answers to questions asked about the Simulation Method used in this experiment; these questions were included in the abbreviated form of the "College Organization Questionnaire."

The 30 Simulators rank Simulation very high as a method for effecting change. Table 34 shows that more than one-half of the group rank it in the upper third of the scale.

"Possibility for creative thinking" is ranked the highest as a specific value of Simulation. This is the only item that received more than one person's first choice. The next four choices range from 28 to 21 points. "Anonymity of each simulator" is the first of these; the fifth one is similar to it: "Safety of each simulator." The Faculty ranked Simulation in third place as a good way to experience another person's point of view; and in fourth place, they consider Simulation as a good problem-solving approach.

TABLE 34

VALUE RATINGS OF SIMULATION ACTIVITIES IN EFFECTING CHANGE (N=30)

General Value	Low 1	2	3	4	5	6	7	8	9 High
	1	1	2	3	1	5	10	2	5

Specific Value	1	2	3	4	5	Weighted Score
Possibility for creative thinking	6	1	3	-	3	46
Anonymity of each simulator	1	2	-	6	3	28
Experience another's point of view	1	2	2	2	-	23
Good problem-solving approach	1	3	1	1	-	22
Safety of each simulator	-	1	3	1	6	21
See total picture	1	2	-	-	2	15
Pre-planning facilitates solutions	-	-	-	2	2	6
Opportunity to speak one's mind	-	-	1	-	-	3

Disadvantages of Simulation	N
Lack of guarantee that results will be used	7
Time consumed in preparation	5
Too much time is needed	5
Role is soon forgotten	3
Some people get side-tracked	3
Expense	3
Tense and exhausting	1

The Faculty checked few disadvantages of Simulation as an effective method for promoting change. "Lack of guarantee that results will be used" was checked seven times by approximately one-fourth of the Simulators. One-sixth of the group replied that the time consumed in preparation was a disadvantage, as well as the time taken for the Session itself. The others: "Role is soon forgotten," "Some people get side-tracked," "Expense," and "Tense and exhausted" received three or fewer points. But several Faculty pointed out that any worth while project is worth the time and expense necessary for its completion.

The only negative remarks (and rather absolute ones) made, followed Simulation Session II; one of the Administrators who participated in the second Session made these two statements:

1. "Problem-solving is time-consuming. I doubt simulation sessions are adequate in this regard."

2. "When people know each other so well, these [role] characteristics are weakened immeasurably."

From these data, the fourth research hypothesis, The College Faculty will rate the Simulation Method as an effective device in stimulating interaction and participation in College policy- and decisionmaking, seems to be proved.

Problem of Change

The descriptive hypotheses of this action research are not difficult to prove. Tables 8 through 13 show clearly that the College had few qualities of "community" in comparison with an "ideal" college. The results of the Check-List also show that the Faculty did not participate in very many areas of College government. The results of the Faculty Participation Profile (FPP) (Tables 30 and 31) likewise demonstrate that the Faculty were not very involved in College government and that they wanted opportunities for greater participation.

However, the hypothesis, which states that there would be degrees of change in the College Description Profile, the Faculty Participation Profile, and the Check-List, is harder to prove. There is some evidence of change among the total contract Faculty because of greater optimism shown by the male Faculty. Other than that, there is little change; in fact, there is quite a regression among the non-contract female Faculty. Few significant differences occur between averages of the College characteristics rated before and after the Sessions.

The raw scores of the Faculty Participation Profile indicate somewhat more promising conditions after the experiment. Mean scores also are all higher after the Simulation Sessions, but only the total means of "ideal" and desired participation are significant.

The seemingly nebulous effects of the "successful" Simulation Sessions (described as such by the Faculty during interviews and in the questionnaires, as well as in the amount of work accomplished toward the completion of The Council of the College) might be explained by an interesting paradigm of change described and validated by King and Ripton. They see the process of change as a four-step reaction process:

1. Interpretation
2. Stress
3. Accommodation or Disorganization
4. Reorganization[1]

Applying this paradigm to the present situation might help explain the results of the study. Having more or less negatively "interpreted" College government and Faculty participation, a "stress" pattern emerges. This is evident in Faculty reluctance to answer personal data questions and their need for assurance that Administrators would not be present at Simulation Session I.

At this point, either "accommodation" or "disorganization" could occur; the data which do not prove much change indicate that disorganization is taking place. Theoretically, at least, "reorganization" is now taking place. The paradigm as adapted to this study is portrayed in Figure 3.

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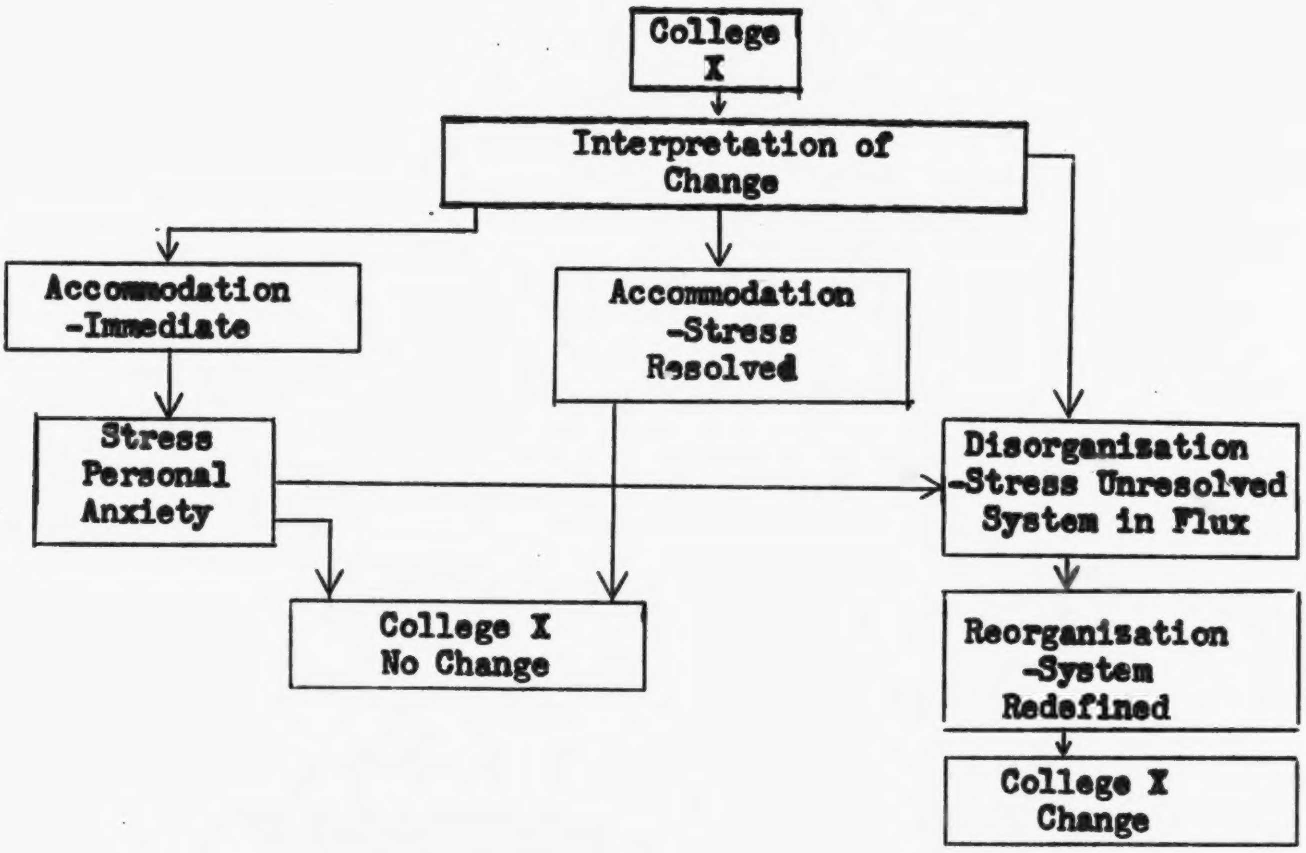
[1] Allan J. C. King and R. A. Ripton, "A Paradigm for Change: Reaction to Innovation in a Teachers' College" (paper presented at the sixth Canadian Conference on Educational Research, Ste. Foy, Quebec, June, 1968), pp. 1-2; 15.

Fig. 3.—A Reaction Process Paradigm for a College Attempting Change.[a]


College X
Interpretation of Change
Accommodation -Immediate
Accommodation -Stress Resolved
Stress Personal Anxiety
Disorganization -Stress Unresolved System in Flux
College X No Change
Reorganization -System Redefined
College X Change

[a]Adapted from King and Ripton, p. 16.

Although this sounds pessimistic, King and Ripton state that

> . . . social systems will undergo fundamental change if and only if negative interpretation, stress, disorganization, and reorganization occur.[1]

And these stages are in evidence at the College where the Simulation Sessions were conducted. Therefore, if King and Ripton are right, then fundamental change is possible on this particular campus.

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[1] King, "A Paradigm for Change," p. 3.

CHAPTER III

SUMMARY AND RECOMMENDATIONS

Synopsis of Problem and Methodology

In this research study carried on during an academic year on a college campus, a simulation method was used as a technique to make a faculty more sensitive to their responsibility in areas of college government. This method was also used in an attempt to promote faculty participation in administrative planning and decision-making.

Since appropriate simulation materials were not available, these had to be developed and evaluated before the project could be initiated.

The Simulation Materials for the first Session were adapted from a planning game used earlier by Clark C. Abt. Two of his associates critically analyzed these, made a few recommendations, and conducted the Session.

The Materials for the second Session were somewhat similar to the first set of materials except for the inclusion of Faculty-developed proposals resulting from the activities of Simulation Session I. These Materials were also scrutinized and approved by the same Abt personnel.

The proposals which were refined during Simulation Session II were sent to the College Administration, who, in turn, gave them over to an already established Committee that had as its task the reorganization of College government policies. This final group adapted them to the particular needs of the College, created a new Organizational Chart, and submitted their work to the Administrators, Faculty, and Students of the College for their approval.

Measurement instruments were not available either; it was necessary to construct some which would provide profiles of an "ideal" college, the pre- and post-Simulation College, Faculty participation and personal data. The measurement instruments, already having content validity, had built into them means to determine concurrent validity and reliability. These were proved by well-recognized methods: factor analysis and correlation procedures.

The research design was the familiar one-group pretest-posttest design. The Faculty who completed the measurement instruments were representative of the total Faculty. Although not everyone could participate in the Simulation Sessions, Faculty and Administrators of all departments and offices were represented. This group was also representative of the total Faculty. The total Faculty and Administrators were kept well informed of the progress being made throughout the experiment. All had an opportunity to respond to the final proposal, The Council of the College, before the posttest was administered.

General Findings

The major problem of the research project was to explore the effectiveness of a simulation method in promoting Faculty participation in College government. In general, the success of this method was proved. Theoretically, radical changes were introduced by the Ad Hoc Committee which developed The Council of the College. This new Council, replacing the former Administrative Council, provides for participation in College government in a much more representative way than the traditional committee had; the latter was composed of ex officio and Administrator-appointed members. The Council of the College includes six Administrators by virtue of their offices; but the Faculty members on the Council are all elected, five by and from the Faculty-at-large, and one elected by the Faculty Senate; two Student members elected by the Students are also on the Council.

The Council of the College is defined as a decision-making body in all areas that concern the College as a whole, subject, of course, to the approval of the President and the Board of Trustees. Before this, the Administrative Council was considered only as a committee which made recommendations to the President.

The Organizational Chart proposed by the Ad Hoc Committee is quite revolutionary compared to the static, vertical line one formerly in use. The new circular, intersecting chart shows an organization with involvement by all persons in it.

Radical changes in actual practice are more difficult to determine. Before the experiment, the Faculty were asked to describe an "ideal" college. The profile that emerged proves that the Faculty of this particular College consider an "ideal" college to be one that has strong qualities of "community." These eight "community" characteristics of the 12 that could have been chosen seem most important and have average ratings above .50:

People intrinsically important (3.80),
Community of scholars (3.31),
Representative democratic structure (2.75),
Purpose more than the graduate (2.34),
Personal relationships (1.33),
Group-oriented faculty (.75),

Importance of consensus (.72), and

Feeling of togetherness (.70).

Few "bureaucratic" characteristics, considered essential for an "ideal" college, received comparable ratings; of the 11 that could have been selected, only three have averages above .50:

Formally established rules and regulations governing administrative decisions (1.41).

Clear-cut division of labor (.79), and

High degree of specialization (.69).

Using the same method to develop a profile of the College, eight "community" characteristics are found to have averages above .50, but there is a definite difference in these averages compared to the averages of "ideal" ratings:

People intrinsically important (2.06),

Personal relationships (1.69),

Purpose more than the graduate (1.49),

Faculty members know each other well (1.44),

Representative democratic structure (.89),

Community of scholars (.79),

Roles not too differentiated (.56), and

Group-oriented faculty (.54).

Seven of the 11 "bureaucratic" characteristics have averages above .50; the fifth and sixth ones are almost the same as the last two of the "bureaucratic" characteristics listed for an "ideal" college. But the first four stand well above the "ideal" averages for these characteristics, and the last one has an average which is less than half of the average rating given it for an "ideal" college:

Hierarchy of authority (1.98),

Self-oriented faculty (1.11),

Bureaucratic organization (1.23),

Purpose is the graduate (.90),

High degree of specialization (.75),

Clear-cut division of labor (.74), and

Formally established rules and regulations governing administrative decisions (.59).

After the experiment, although nine of the 12 "community" characteristics have averages above .50, there is not too much change in the direction of an "ideal" college, except for the addition of "importance of consensus" which has an average comparable to that of the "ideal":

People intrinsically important (1.49),

Purpose more than the graduate (1.43),

Personal relationships (1.38),

Faculty members know each other well (1.11),

Informal communication (1.03),

Representative democratic structure (1.02),

Community of scholars (.74),

Importance of consensus (.70), and

Roles not too differentiated (.69).

"Bureaucratic" characteristics seem more dominant after the experiment than before:

Hierarchy of authority (2.28),

Formally established rules and regulations governing administrative decisions (1.13),

Bureaucratic organization (1.03),

Purpose is the graduate (.98),

Business-like relationships (.98),

Self-oriented faculty (.90),

Administrators impersonal in contacts with faculty and other administrators (.82), and

Clearly-circumscribed authority (.66).

There are, however, many indications that the Faculty have become more sensitive to what their role in College government could or should be.

In describing their own participation before the experiment, 28 replied that their participation was very low; only four considered their participation very high. After the experiment, the number considering personal participation very low dropped to 18; very high participation increased by only one.

However, something quite different appears in studying Faculty replies to "ideal" and desired Faculty participation in College government. Before and after the experiment, only two and one, respectively, stated that "ideal" participation should be very low. But, although only 23 considered "ideal" participation as very high before the experiment, the number changes to 36 after the experiment. In responding to the first questionnaire, nine said they desired very low participation; this number dropped to two in the responses to the second questionnaire. Only 13 wanted very active participation before the experiment; the number changed to 27 afterward.

It would seem, then, that even though the total College Government Profile has not changed too much, the Faculty attitudes about their responsibility in College government have changed. The assumption, that given the opportunity, Faculty members will want an active role in participating in the planning and administering of the policies which govern them, has been proved.

Specific Findings

Data cross-sorted by sex and contract-status, age groups, or "liberals" versus "conservatives" are fairly consistent in their agreement about an "ideal" college. In describing the College, a difference appears among the age-groups; the younger group ranks "Community" characteristics much higher than the older group; whereas, the older group ranks "bureaucratic" characteristics higher. There are even greater differences between the "liberal" and "conservative" groups; the "liberals" show the greatest difference in that they rate the lower 11 characteristics much higher than the first 12, which is quite different from the choices of the "conservatives." This indicates that the "conservatives" consider the College to be much more like an "ideal" one than the "liberals" do.

Comparisons within Faculty sub-groups of the first five College Description Profile (CDP) characteristics, rated much higher for an "ideal" college by the Faculty than the others were, should prove to be an interesting addition to this summary.

To make the discussion easier to follow, these five characteristics are listed here (when they are mentioned in the following paragraphs, they will be referred to as the first, second, third, fourth, or fifth):

1. People intrinsically important (C),
2. Community of scholars (C),
3. Representative democratic structure (C),
4. Purpose more than the graduate (C), and
5. Formally established rules and regulations governing administrative decisions (B).

The male Faculty ratings of these characteristics for the College before and after the Simulation Sessions are not significantly different. However, the t-test values for the first, second, and third characteristics compared to the "ideal" ratings have dropped from the .01 level before Simulation to the .05 level after Simulation.

Again, the ratings of these five by the non-contract female Faculty have not changed after the Simulation Sessions. The t-tests between the two College ratings compared to the "ideal" remain well beyond the .01 level for the first three after the Sessions. No evidence of change towards the "ideal" is evident among the non-contract Faculty; in fact, a more pessimistic situation is described by them.

The contract female Faculty rated the third characteristic much higher after Simulation, to the extent that a significant difference (beyond the .05 level) is found between the ratings before and after the Sessions. The fourth and fifth College characteristic ratings, significantly different (beyond the .05 level) before Simulation, has dropped below the significance level after the Sessions. The first characteristic's rating, formerly below significance, is now quite different from the "ideal" (beyond the .01 level). The rating for the second one has come closer to the "ideal," but it is still significantly different well beyond the .01 level.

The age group, 31 to 45, has neither changed in any of these five ratings significantly, nor have any differences moved from one level of significance to another.

The same can be said of the age group, 46 and over, with one exception. The difference between the College and "ideal" ratings of the first characteristic before Simulation was significant beyond the

.05 level; it is significantly different beyond the .01 level after Simulation.

The "conservative" Faculty's ratings of the first and second, significantly different beyond the .05 level before Simulation, are different beyond the .01 level after the Sessions. No significant differences exist before or after the Simulation Sessions for the third, fourth, or fifth College characteristics compared to "ideal" ratings.

The difference between the "liberal" Faculty's ratings of the first College and "ideal" characteristic has dropped from the .05 level to non-significance after Simulation; similarly, the difference between the third ones dropped from the .01 level to non-significance after Simulation. No significant differences occur between the College and "ideal" characteristics for the second, fourth, or fifth ones, either before or after the Simulation Sessions.

A more positive picture of Faculty Willingness to participate in College government appears after the experimental treatment. All the Faculty sub-groups, sex, age, "conservatives" and "liberals," are much more willing to participate than they were before the Simulation Sessions.

The findings of the study indicate that a simulation technique can be a key method in strengthening the possibilities of "community" or "group-participative" government as a pattern of organization for a college. The College Faculty, not only were able to expedite their work of reorganizing College planning and decision-making policies as discussed earlier, but they also rated Simulation as an effective device for promoting change.

Only 13 per cent of those who actively participated in the

Simulation Sessions considered their value as very low in comparison with 57 per cent who considered them very valuable in effecting change.

One of the assumptions made prior to the study was that persons involved in a simulation activity experience fewer personal risks in making decisions and suggestions than they would in regular committees. This seems well established by the efficient proposals developed in such a short time. This is further proved by the fact that, although the Faculty had refused to have Administrators present at Simulation Session I, they (the Faculty) all volunteered to be participants at Simulation Session II during which time Administrators would be present.

The Faculty evaluated Simulation as a valuable and agreeable method for use in promoting "group-participative" government and interaction between themselves and the Administration.

It was hypothesized, that having had a positive experience with Simulation, there would be a carry-over into the real life of the Faculty; this seems to have been well proved by the work accomplished by the Ad Hoc Committee. It should be noted, too, that this group took the added risk of including Students in The Council of the College. Before the Simulation Sessions, the idea of including Students and Administrators in the experiment had been vetoed with a resounding NO.

Weaknesses and Strengths

The weaknesses of this study are probably similar to any action research study. The task of developing and evaluating materials and instruments to determine their effectiveness really amounts to two studies, rather than one.

Another weakness is in timing each event; the many diverse incidents which will occur despite the best planning can, and will, cause difficulties in attendance at meetings such as are necessary in this type of study. Unforeseen incidents occurring almost simultaneously with the distribution of questionnaires will cause problems of how to judge the objectiveness with which they were answered.

A weakness pointed out by the Simulators and others is the lack of any guarantee that the results will be used. However, this is a risk any committee runs into in presenting new ideas.

Perhaps, too, such action research studies should be tested in localities where the author is unknown. However, being known can also be a strength. There exists a certain amount of trust among Colleagues which can prove to be most beneficial to a study. The Faculty of this particular College had been told too often how others were doing things, and, frankly, they seemed to take pride in the fact that one of their own had ideas which were original and had not come from one of the surrounding colleges or universities.

However, it is deemed a strength to have had others, in this case, game experts, evaluate and conduct the Simulation Sessions.

Other strengths of this Simulation study are the opportunities that were afforded to the College Faculty for creative thinking and for experiencing a more total picture of College problems, and, in particular, College government. So many Faculty mentioned that they had never really been able to see the Administrator viewpoint, nor the somewhat different relationships of contract and non-contract Faculty (members of the religious order which operates the College) to the College.

Another strength that is quite evident in this study is the productivity that is possible in a comparatively short span of time. It is true that much preparation is necessary beforehand, but the actual output is greater than that of most committees.

Simulation has proved itself to be a most valuable technique in providing an opportunity to a group of persons who needed a quick, yet sophisticated method of change.

Future Studies and Approaches

Although the technique worked well in this particular College, it can only be considered a beginning. To really prove the effectiveness of Simulation in more general ways in other colleges and/or school systems, the game should be used again and re-evaluated.

One area in which the use of the technique could be of great worth would be on campuses where student unrest is emerging. If meaningful ways could be found to involve students in college government before the unrest became unmanageable, much good could occur. Since the use of Simulation has proved that it can help promote "community" or "group-participative" government, it would seem a logical approach to use in determining the most efficient and practical ways in meeting student requests for greater interaction with college administrators and faculty.

In future studies, it would not seem necessary to use the extensive measurement procedures used in this study. Qualitative descriptions of structures in operation before the use of Simulation and those put into operation after its use would probably be as effective, if not more effective. A type of content analysis could be used to analyze these descriptions.

An instrument, similar to the Faculty Participation Profile (FPP) used in this study, to determine problem areas would seem to be sufficient. This would give whoever is organizing simulation materials the necessary information to make the setting relevant. This same FPP could be distributed later to measure what effect simulation had in the accomplishment of the objectives decided upon before the session.

Climate and organizational scales have their place, but the length of time before the final measurement would have to be extended until a college would have had time to fully implement the new structures.

It does not seem imperative, either, to have more than one well-conducted simulation session. If this session could be participated in by all the concerned persons, one good simulation session could be the catalyst which would produce all the tentative solutions utilized later by the group(s) empowered to adapt them to a current situation.

To be more sophisticated, future studies could include probability event chains which would allow administrators and faculties to see the predicted consequences of alternate decisions. Many of these, especially those involving financial matters, enrollment, class scheduling, and the like could be computerized.

Simulation has much to offer college administrators, if, and when, they are informed of its potentiality. It is hoped that this study and its dissemination will alert many to the advantages of using simulation as a rational technique in promoting changes of all types on college campuses.

APPENDIX A. I

SIMULATION ROLES

Role Description:

College Faculty Member (1)

You are S. White, Ph.D., teaching in the social sciences in a private liberal arts college located in a metropolitan area. You are a member of the religious community that conducts the College. You have the rank of Professor and have been at the College for twenty years, and have been a member of the religious community for thirty years. You consider the College your home. You are not concerned about tenure, insurance, faculty salary scales, etc.

You want to participate in the determination of curricular programs and the establishment of academic standards.

Role Description:

College Faculty Member (2)

You are S. Blue, M.A., teaching professional courses in a private liberal arts college located in a metropolitan area. You are a member of the religious community that conducts the College. You have the rank of Instructor and have been at the College for five years, and a member of the religious community for fifteen years. You are not overly concerned about personal tenure, insurance, but are concerned about the lay faculty's position in these areas.

Role Description:

College Faculty Member (3)

You are Professor Jones, M.A., teaching professional courses in a private liberal arts college located in a metropolitan area. The College is conducted by a religious community. You are an Associate Professor holding tenure; you have been at the College for twelve years. You plan to make your career one of teaching at the College.

You do not want to increase your administrative tasks and feel there is plenty of paperwork for teachers now. A teacher's job is to teach.

Role Description:

College Faculty Member (4)

You are Professor Green, Ph.D., teaching science in a private liberal arts college located in a metropolitan area. The college is conducted by a religious community. You are a full Professor holding tenure; you have been at the College for ten years. You are presently a departmental chairman; you have every intention of making your life career one of teaching at the College.

As an administration appointee, you feel you represent the administration to the faculty, and as a faculty member, you feel you represent the faculty to the administration. You are very concerned with the quality of the student today and the teaching staff.

Role Description:

College Faculty Member (5)

You are Professor Brown, M.A., teaching English in a private liberal arts college located in a metropolitan area. The College is conducted by a religious community. You are an Assistant Professor holding tenure; you have been at the College for five years. You hope to be promoted to Associate Professor this year. When you have attained that rank, you plan to move on to another college.

Unless some dramatic changes are made in the growth and development of the college, you will go through with your plans.

Role Description:

College Faculty Member (6)

You are J. Doe, M.A., teaching professional courses in a private liberal arts college located in a metropolitan area. The College is conducted by a religious community. You are an Instructor; you do not have tenure. This is your third year at the College. You like it, but have not taught at any other College. You hope to be promoted to Assistant Professor; you are not too sure of your future plans.

You would like to see greater faculty participation in faculty evaluation, promotion and tenure, and departmental organization. You will stay at the College if you can determine your own future role.

Role Description:

College Faculty Member (7)

You are J. Smith, M.A., teaching mathematics in a private liberal arts college located in a metropolitan area. The College is conducted by a religious community. You are an Instructor; you do not have tenure since this is your first year at the College. You like it here, and would not mind making your career here.

As a recent college graduate you are most concerned with the student life and with the course offerings.

Role Description:

College Faculty Member (8)

You are Professor Black, Ph.D., teaching history in a private liberal arts college located in a metropolitan area. The College is conducted by a religious community. You are an Associate Professor holding tenure; you have been at the College for eight years and would like to make teaching at this College a career, if promotions continue. In fact, you would like working in an administrative position.

You feel that the best administrators are those with teaching experience and, therefore, teachers should be able to acquire administrative experience before taking on such positions. You want the faculty to actively engage in administrative decisions and policy making.

Role Description:

College Administrator (1)

You are S. Gray, Ph.D., the President of a private liberal arts college located in a metropolitan area. You are a member of the religious community that conducts the College. You had taught in this same College before assuming the Presidency. You have been and are sympathetic with faculty concerns, but now you must try to see all these matters in their place in the total picture of the College.

The Administration and Faculty Manual (pp. 10-11) further explains the duties of the President:

The President of the College, appointed by the Board of Trustees, shall hold office at the pleasure of the Board and shall be responsible only to the Board.

As chief executive officer, the President's duties shall be:

(a) to be the exclusive official medium of communication between the Faculty and the Board and between the students and the Board, subject to such exception as the Board may provide;

(b) to prepare and submit to the Board of Trustees an annual report on the conditions of the College and any recommendations that may be expedient;

(c) to approve the annual budget for recommendation to the Board of Trustees;

(d) to act as chairman, ex officio, of the Administrative Council;

(e) to recommend to the Board for ratification all appointments to administration and faculty; all promotions, salary scales, leaves of absence and sabbaticals, tenure, retirement and dismissals;

(f) to determine salaries in accordance with the established salary scale and make special faculty assignments;

(g) to be responsible for the discipline of the College through the Dean of Student Personnel Services and to exercise final authority in the case of serious student or personnel problems.

(h) to exercise general responsibility for all fund-raising enterprises;

(i) to affix signature to certain instruments including contractual obligations and degrees and as the Board may so authorize the President;

(j) to represent the College to the general public, to accrediting agencies and other educational organizations which are general, rather than specific, in scope;

(k) to be a member, ex officio, of all administrative committees.

Role Description:

College Administrator (2)

You are L. Person, a member of the Board of Trustees of a private liberal arts college located in a metropolitan area. The College is conducted by a religious community. Your responsibility to the College is somewhat ambiguous; you are supposed to be an active member of that body which operates as the final institutional authority. But, as a lay member of the Board, you are not always sure of your position and tend to take the lead from the religious members.

It is the Board's responsibility to formulate and determine general policies which are deemed necessary for the development and administration of the College.

Role Description:

College Administrator (3)

You are S. Mason, Ph.D., the Academic Dean of a private liberal arts college located in a metropolitan area. You are a member of the religious community that conducts the College.

As chief academic officer of the College, under the President, directly responsible for academic affairs, the Academic Dean:

(a) directs the development of the total college curriculum;

(b) provides leadership in the formation of academic and admission policies;

(c) supervises instruction and other aspects of college life which promote the academic welfare of students;

(d) determines faculty academic assignments and makes recommendations for the appointment of administrative staff, and the appointment and promotion of faculty; approves faculty requests for undertaking a moderate amount of outside employment;

(e) acts as advisor to the President and discharges her duties during her absence;

(f) provides for the academic counseling of students;

(g) approves candidates for academic degrees and honors;

(h) submits an annual report on academic affairs to the President;

(i) makes application to the Michigan State Board of Education for the certification of teachers;

(j) is ex officio member of all academic committees;

(k) makes long-range plans for the improvement of the academic area and conducts the research necessary for the evaluation of present programs and the designing of new ones;

(l) edits the college catalog, faculty handbook, and other academic publications;

(m) directs the continuing education program;

(n) plans and directs the summer session.

Role Description:

College Administrator (4)

You are T. Max, M.A., the Controller of a private liberal arts college located in a metropolitan area. The College is conducted by a religious community.

The Controller is the chief business and financial officer of the College, and is responsible, under the President, for all business and financial activities of the College. Specific responsibilities are the following:

(a) formulates and recommends general financial policies of the institution;

(b) engages primarily in formulating business policies, developing operating procedures and coordinating business operations;

(c) defines the work of all administrative staff people engaged in business management;

(d) assists the President with the preparation of the institutional budget. Presents the annual budget and other financial data to the Board of Trustees, and exercises the necessary budget controls;

(e) supervises the accounting and budgetary functions;

(f) supervises the collection of revenue and disbursement of funds;

(g) reports the financial position of the College to the President;

(h) oversees the College's investments and with authorization makes required disbursements;

(i) supervises the procurement activities (purchase of all supplies and services);

(j) reviews and approves all contracts and grants (both governmental and non-governmental); prepares related budgets and handles negotiations;

(k) supervises the management of the College bookstore, the Student Center, and maintenance operations;

(l) manages building construction activities.

Role Description:

College Administrator (5)

You are L. Terry, M.A., the Vice-President for Development at a private liberal arts college located in a metropolitan area. The College is conducted by a religious community.

The Vice President for Development is responsible to the President for direction, coordination, and implementation of all programs directly or indirectly related to the procurement of financial support from all sources for the accomplishment of the objectives and plans for the College.

He has primary responsibility for establishing and maintaining positive external relationships for the College with its publics, and to this end directs, coordinates, and implements programs and materials released to public, community, government, corporate, and alumni constituencies. Among his specific duties are:

(a) to develop, plan, coordinate, implement, and evaluate all programs designed to procure financial support for the achievement of the objectives of the College;

(b) to develop, plan, coordinate, implement, and evaluate all programs designed to bring the objectives, programs, and plans of the College to the attention of its publics;

(c) to maintain an accurate and adequate record system for donations received, and institute and maintain efficient procedures for gift acknowledgment;

(d) to cooperate with the Controller in synchronizing fund-raising efforts with budgeted or planned financial requirements;

(e) to provide technical and professional editorial assistance as requested;

(f) to cooperate with faculty members in the development and implementation of sponsored research and grant proposals for submission to foundations, businesses, associations, or governmental agencies;

(g) to conduct surveys, studies, and programs designed to increase the development information available to the College for decision-making purposes;

(h) to conduct programs designed to maintain an active and continuously growing alumni organization;

(i) to complete all assignments at the request of the President which are in keeping with the duties of the office and within the capabilities of its resources and talent.

Role Description:

College Administrator (6)

You are S. Data, M.A., the Registrar of a private liberal arts college located in a metropolitan area. You are a member of the religious community that conducts the College.

The Registrar reports directly to the Academic Dean. Specific responsibilities are the following:

(a) develops with the officers of Recruitment and Admissions, administrative procedures designed to effect a smooth transition from applicant to registered student;

(b) organizes and maintains office procedures affecting records and data processing, coordinating such functions with the Controller's Office, Recruitment, and Admissions Office, and the Office of the Academic Dean;

(c) plans, in cooperation with the Academic Dean, the fall, spring, and summer course offerings; constructs the faculty and class schedules for these terms and assigns classroom space;

(d) prepares the official final examination schedule;

(e) plans and directs registrations;

(f) prepares class lists, grade sheets, grade point averages, regular enrollment reports, academic calendar and additional institutional reports as needed or requested;

(g) verifies for the approval of the Academic Dean all candidates for academic honors and for graduation;

(h) issues grade reports and transcripts according to college regulations.

APPENDIX A. II

SIMULATION SESSION I

CONTENTS OF EACH PACKAGE:

Individual Role Description (See Appendix A.I.)

Simulator Roles

Team Objectives

Starting Instructions for Faculty Teams
or Starting Instructions for Administrator Teams

Simulator Sequence of Activities

Faculty-Participation Planning Form
or Scoring Sheet for Administrator Teams

Final Returns for Faculty Teams
or Final Returns for Administrator Teams

Summary of 1966 AAUP Statement of College Government

Name Tag

Paper

Pencil

SIMULATOR ROLES IN FACULTY-PARTICIPATION PLANNING FACULTY TEAMS

NAME	Degree	Rank	Field	Member of Rel. Comm.	Tenure	Plan to remain at College	Years at College	Other Remarks
1) S. White	PhD	Prof.	Soc. Sci.	Yes	N/A	N/A	20	Not overly concerned about tenure, insurance, etc.
2) S. Blue	MA	Instr.	Professional	Yes	N/A	N/A	5	Not personally concerned about tenure, etc.
3) P. Jones	MA	Assoc. Prof.	"	No	Yes	Yes	12	
4) P. Green	PhD	Prof.	Sci.	No	Yes	Yes	10	
5) P. Brown	MA	Asst. Prof.	Eng.	No	Yes	No	5	
6) J. Doe	MA	Instr.	Professional	No	No	?	3	Not certain of future plans.
7) J. Smith	MA	Instr.	Math.	No	No	?	1	
8) P. Black	PhD	Assoc. Prof.	Hist.	No	Yes	Maybe	8	Would like an Administrative Position.

N/A= Not Applicable

ADMINISTRATOR TEAMS

1) S. Gray, PhD.	President, Member of Religious Community
2) L. Person	Lay Member of the Board of Trustees
3) S. Mason, PhD.	Academic Dean, Member of Religious Community
4) T. Max, MA	Controller
5) L. Terry, MA	Vice-President for Development
6) S. Data, MA	Registrar, Member of Religious Community

College Faculty Planning Session Objectives

Faculty Teams

Achievement of the greatest 'net Faculty-Participation product' within the constraints imposed by the Administrator Teams. 'Net Faculty-Participation product' is arbitrarily defined as the sum of the values of the participation problems weighted by their 'quality'.

Value is defined by the rank of the problem derived from the responses of the faculty to the Faculty Organization Questionnaire. The quality will be determined by the averaged evaluation made by the members of the Administrator Teams, measured on a 10-point scale. Each Faculty Team competes by means of their plans for the highest 'net Faculty-Participation' score.

When a faculty member's plan for one of the faculty-participation areas is accepted, he 'wins', that is, he counts the points given as his on his planning form.

Administrator Teams

Identification of the largest possible number of realistic objections or implausibilities in the 'gross Faculty-Participation product' output of the Faculty input plans.

The Administrator Team members compete with one another by seeking to be the principal source of reductions in 'gross Faculty-Participation Product' to the 'net Faculty-Participation product'.

In this session, the Administrator Team is actively critical, and the Administrator Team member realistically disallowing the most gross Faculty-Participation product wins. To discourage arbitrary and unrealistic disallowances, and to obtain a record of such disallowances useful for post-session analysis, all disallowances will be justified by a one-page written argument.

Starting Instructions to Faculty Teams

Read the Player Roles, statement of Team Objectives and the table, Simulator Sequence of Activities. Examine the blank Faculty-Participation Planning Form. Your team has one hour to complete this Planning Form and a half page of written backup explanations for each descriptive category. The completed Planning Form and backup explanations constitute your team's Faculty-Participation Plan, and is immediately submitted at the end of the hour to the Administrator Teams. These Administrator Teams also receive competing Faculty-Participation Plans from your competitor Faculty Teams. The team with the greatest averaged score on its Faculty-Participation Plan 'wins'.

To give you a basis for beginning the planning effort at once, assume the current state of Faculty-Participation at your College. The Areas of Faculty-Participation listed on the Planning Form were taken from suggestions of College Faculty. In the packet, you have also been given a summary of the AAUP "Statement on Government of Colleges and Universities." Remember, however, you have only one hour, and then you must describe each of the solutions substantively in a half page handwritten explanation.

To speed your planning effort, the simulator in the role of S. White will act as team chairman. It is suggested that one way to assure completion of your plan in time is to divide the labor by assigning players in specific roles to specific planning functions. These then would be presented to the group for changes and/or approval.

During the second and third periods, continue clarification of your proposals. See the Sequence of Activities for general activity.

In summary:

(1) Assume your role

(2) Follow the "Simulator Sequence of Activities."

First Period:	Propose solutions
Second Period:	Clarify solutions in response to Administrator Objectives
Third Period:	Defend any necessary solutions

(3) Follow the "Final Returns from Administrator Teams."

Starting Instructions for Administrator Teams

Read the list of Player Roles, Team Objectives, table of Simulator Sequence of Activities, and Faculty-Participation Planning Form. While the Faculty Teams are formulating their plans during the first hour, it is your function to generate realistic problems in one-half page written statements to give them in response to their plans. These should be submitted as one-half page written statements as soon as they are thought of.

During the second hour you will continue to evaluate clarified proposals from the Faculty Teams and finally determine the better plans and give reasons for the selection.

To speed your planning effort, the simulator in the role of the Controller will act as team chairman.

Each administrator rates each faculty team proposal on a scale of 1-10; total averages give the final score. These are recorded on the "Scoring Sheet for Faculty-Participation Planning".

In summary:

(1) Assume your role

(2) Follow the "Simulator Sequence of Activities"

First Period:	Prepare Criteria
Second Period:	Evaluate Faculty Team proposals and introduce further problems
Third Period:	Determine the better plans

(3) Prepare scoring sheet

(4) Follow the "Final Returns from Administrator Teams".

DETAILED SIMULATION SCHEDULE

1:00-1:15	Simulators are briefed; they read game materials and introduce themselves.
1:15-1:45	Administration Team works out ranking criteria taking into account trade-offs, feasibility, and general objectives with respect to faculty participation.
1:15-1:20	Faculty Teams decide which issues and clusters of issues they wish to work on. Divide into 3 or 4 groups - each taking some issues.
1:20-1:35	Faculty Teams work on their assigned issues and develop tentative plans.
1:35-1:45	Faculty Teams integrate their plans and submit first draft to Administration Team.
1:45-2:15	Administration Team evaluates the three faculty teams' plans.
1:45-2:15	Faculty Teams work out how acceptance or rejection of their plans would affect their commitment to the college, allocation of their time and energy, and their general life style at the college.
2:15-2:30	Administration Team gives an oral presentation of its evaluations of the three faculty plans.
2:30-3:00	Faculty Teams work on second draft of their plans.
2:30-3:00	Administration Team works on its own plan for faculty participation using the objectives discussed during the first half hour.
3:00-3:40	Each Faculty Team and Administration Team gives a ten minute presentation of final plan.
3:40	Total assembly vote, for the one most acceptable plan.
3:40-4:00	Simulators are debriefed.

SIMULATOR SEQUENCE OF ACTIVITIES

Simulation Session I

Period	Faculty Teams	Administrator Teams
First Hour	Each team proposes ways of implementing faculty participation in college government as suggested from the lists provided to them.	Each team prepares criteria to evaluate the desirability and consequences of the plans which will be proposed by the Faculty Teams.
Second Hour	Faculty Teams clarify their proposals. at the requests of the Administrator Teams for more information.	Administrator Teams evaluate the proposals and introduce further problems.
Third Hour	Faculty Teams defend and explain their plans to the Administrator Teams.	Administrator Teams determine which plans are better and why.

Finally, each Team, Faculty and Administrator, selects one person who would be willing to participate in Simulation Session II as a member of the Faculty Team; the Administrator Team at that time will be composed of actual Administrators. The Simulation Session II should not last longer than one and a half hours. It is scheduled for later next month.

FACULTY-PARTICIPATION PLANNING FORM

Areas of Desired Faculty-Participation	Value	Most Efficient Way to Accomplish Faculty-Participation in These Areas	Faculty Score
College Growth and Development: Goals, Expansion	10		
Curricular Programs and Offerings	9		
Administrative Policies and Major Changes	7		
Academic Standards of the College	5		
Promotion and Tenure	4		
Organization of Department; Election of Chairman	4		
Selection of Administrative Officials	2		
Budget Planning	1		
Educational Policies	1		
Evaluation of Faculty	1		
Student Life	1		

It is not necessary to find solutions to all the areas of desired faculty-participation. Give consideration to the values.

SCORING SHEET FOR
FACULTY-PARTICIPATION PLANNING

Areas of Desired Faculty Participation	Value	Quality scores assigned by each Administrator member						Average Quality Score	Average Quality Score X Value
		Pres.	Vice-Pres.	Dean	Reg.	Contr.	Bd. of Tr.		
College growth and development: goals, expansion	10								
Curricular programs and offerings	9								
Administrative policies and major changes	7								
Academic standards of the college	5								
Promotion and tenure	4								
Organization of department: election of chairmen	4								
Selection of administrative officials	2								
Budget Planning	1								
Educational Policies	1								
Evaluation of Faculty	1								
Student Life	1								

(Net Faculty-Participation Product) TOTAL:

FINAL RETURNS FROM FACULTY TEAMS

At the close of the Simulation Session, the Chairman of each Faculty Team will give to the Simulation Hostess:

1. One completed Faculty-Participation Planning Form (yellow sheet) which lists the Team solution to each concern.

2. The half-page explanations for each proposal.

3. The name of the person selected to participate in Simulation Session II. Write the name on this line:

   ____

Faculty Members are free to keep their packet of materials; if they do not wish to keep them, please return them to the Simulation Hostess. Thank you.

FINAL RETURNS FROM ADMINISTRATOR-TEAM

At the close of the Simulation Session, the acting chairman of each Administrator-Team will give to the Simulation Hostess:

1. The individual scores that each Administrator assigned to each Faculty plan and the averaged score. This is completed on the "Scoring Sheet for Faculty-Participation Planning." (pink sheet)

2. The half-page written explanations of why proposals were not quite acceptable.

3. The name of the person selected to participate in Simulation Session II. Write the name on this line:

   ____

Faculty Members are free to keep their packet of materials; if they do not wish to keep them, please return them to the Simulation Hostess. Thank you.

AN OUTLINE SUMMARY
# of the
1966 AAUP "STATEMENT ON GOVERNMENT OF COLLEGES AND UNIVERSITIES"

A. The faculty has primary responsibility for:

1. curriculum
2. subject matter
3. methods of instruction
4. research
5. faculty status
6. aspects of student life which relate to the educational process

(Possible limitations to the realization of faculty advice:

budgets

manpower limitations

time element

policies of other groups

bodies and agencies having jurisdiction over the institution)

B. The faculty

1. sets the requirements for the degrees offered
2. determines when the requirements have been met
3. authorizes the president and board to grant the degrees

C. Faculty status and related matters, primarily a faculty responsibility:

1. appointments
2. reappointments
3. decisions not to reappoint
4. promotions
5. granting of tenure
6. dismissal

Rarely and only for compelling reasons would the president and board fail to concur with faculty judgment.

D. Faculty should actively participate in the determination of policies and procedures governing salary increases.

E. Department chairmen should be either

  1. selected by departmental election, or

  2. by appointment after consultation with members of the department and related departments.

  Department chairman should not have tenure of office, but should serve for a stated term; re-election or re-appointment should be possible.

F. Agencies for faculty participation in the government of the college should be established at each level where faculty responsibility is present:

  1. agency representing total faculty

  2. executive committees

  3. senates or councils

G. Means of communication among the faculty, administration, and governing board:

  1. circulation of memoranda and reports by board committees, the administration, and faculty committees,

  2. joint _ad_ _hoc_ committees,

  3. standing liaison committees,

  4. membership of faculty members on administrative bodies,

  5. membership of faculty members on governing boards.

APPENDIX A. III

SIMULATION SESSION II

CONTENTS OF PACKAGE: FOR SIMULATION SESSION II

Individual Role Description (See Appendix A.I.)

Simulator Roles (See Appendix A.II, p. 119.)

Team Objectives

Starting Instructions for Faculty Team
or Starting Instructions for Administrator Teams

Simulator Sequence of Activities

Final Scoring Sheets for Team Chairman
Scoring Sheet for Simulation Session II

Final Returns

Two Plans: Faculty-Participation in Academic Governance

Name Tag

Paper

Pencil

TEAM OBJECTIVES

Simulation Session II

Faculty Team

Achievement of the greatest "Plan-Score" within constraints imposed by the Administrator for the plan chosen as best by the Faculty Team. Continue to press for the best plan by those means which seem appropriate. Try to accomplish your goals.

Administrator Team

Identification of the largest possible number of realistic objections or implausibilities in the "Plan-Score" output of the Faculty input plans. To discourage arbitrary and unrealistic disallowances, and to obtain a record of such disallowances useful for post-session analysis, all disallowances will be justified by a one-half page written argument.

Starting Instructions to Faculty Team

Simulator Session II

Read the Role Description, statement of Team Objectives, and the table, Simulator Sequence of Activities. Examine the blank Scoring Sheet for Simulation Session. Your Team has a half-hour to consider the plans acceptable to the "Administrator Team." Rate each plan on a scale of 1 - 10 (ten is high). Give backup explanation for any lack of points, that is, for scores less than 10. The Chairman will compute the average faculty team score for each plan.

Consider the simulated college the same as the one in which you now hold a position. A summary of the AAUP "Statement on Government of Colleges and Universities" is included in your package.

To speed your planning effort, the simulator in the role of S. White will act as team chairman. It is best to begin with self-introductions; this might include a description of your simulator-self.

See the Simulator Sequence of Activities for the general activity.

Starting Instructions to Administrator Teams

Simulation Session II

Read the Role Description, statement of Team Objectives, the table, Simulator Sequence of Activities, and the Scoring Sheet for Simulation Session II. While the Faculty Team members are considering the plans that are acceptable to you, prepare any changes you will consider.

Rate each plan on a scale of 1 - 10 (ten is high). Give backup explanations for any lack of points, that is, for score less than 10. The Chairman will compute the average Administrator Team score for each plan.

Consider the simulated college the same as the one in which you now hold a position. A summary of the AAUP "Statement on Government of Colleges and Universities" is included in your package.

To speed your planning effort, the simulator in the role of the Controller will act as team chairman. It is best to begin with self-introductions; this might include a description of your simulator-self.

See the Simulator Sequence of Activities for the general activity.

SIMULATOR SEQUENCE OF ACTIVITIES

Simulation Session II

Period	Faculty	Administrator Team
First (2:00-2:15)	Briefing; reading simulation materials, Intra-Team introductions.	Same
Second (2:15-2:45)	Faculty team reads over and considers proposals that are acceptable to Administration. Team decides which proposal is best and which they will insist on or what changes they are prepared to make.	Administrator Team prepares criteria to evaluate faculty plans taking into account trade-offs, feasibility, and general objectives with respect to faculty participation.
Third (2:45-3:05)	Team gives ten minute presentation of its final acceptable plan.	Same
Fourth (3:05-3:15)	Write in final scores for each plan on your Scoring Sheet.	Same

Final plans from each team will be submitted to the Administration of the College in which you hold a position.

FINAL SCORING SHEET FOR CHAIRMAN OF ADMINISTRATOR TEAM

SIMULATION SESSION II

Name of Simulator	Score for Plan I	Score for Plan II
President: S. Gray		
Member of Board of Trustees: L. Person		
Academic Dean: S. Mason		
Controller: T. Max		
Vice-President for Development: L. Terry		
Registrar: S. Data		
TOTAL		
AVERAGE TOTAL		

FINAL SCORING SHEET FOR CHAIRMAN OF FACULTY TEAM

SIMULATION SESSION II

Name of Instructor	Score for Plan I	Score for Plan II
S. White, Professor		
S. Blue, Instructor		
P. Jones, Associate Professor		
P. Green, Professor		
P. Brown, Assistant Professor		
J. Doe, Instructor		
J. Smith, Instructor		
P. Black, Associate Professor		
TOTAL		
AVERAGE TOTAL		

Scoring Sheet for Simulation Session II

Plan	Score (1 - 10 points)	Reasons for Lack of Total Points
I		
II		

Simulator Name: ____________________

Please give this form to team chairman at the close of the session.

FINAL RETURNS

Simulation Session II

At the close of the Simulation Session, the acting chairman of each Team will give to the Simulation Session:

1. The Scoring Sheet for Simulation Session II from each person on the Team and the Final Scoring Sheet for Chairman.
2. Any written explanations and final plans drawn up by the Team.

Team members are free to keep their packets of materials; if they do not wish to keep them, please return them to the Simulation Hostess. Thank you.

Included here are the two plans for "Faculty-Participation in Academic Governance." A list of Administrative Criticisms and Faculty Clarifications are attached to the two Plans as well as some suggestions not integrated in a total plan.

It is up to you to either:

1. accept one plan as it is;
2. make changes in one plan to fit your philosophy of college government;
3. integrate both plans and arrive at a single plan; or
4. develop another plan.

PLAN I

I. College Growth and Development: Goals, Expansion:

1. Establishment of good, sound admissions standards.
2. More faculty-participation in forming admissions policies and also in selection.
   - a. Every department elect a representative to be on this committee.
3. According to the nature of college, the college serves unique needs of the community in which the college exists.
   - a. A volunteer committee to define the needs of the community.
   - b. A committee to work with the administration in charge of development.
4. All departments receive the same kind of investment of energies from administration.
5. Roles not to be over-lapped, i.e., between administrators and department heads in work concerning college growth.
6. Avoid faculty concern for expansion at the expense of quality of education.

II. Curricular Programs and Offerings:

1. Faculty have a representative voice.
2. Senate be a more representative body on a ratio basis--number of faculty in a given department.
3. Rotation of members on committees.
4. More concern for committee members limitations--e.g., number of years required to be on faculty before allowed in a committee.

III. Selection of Administrative Officials:

1. Establishment of written criteria for the filling of administrative positions and the way administrators are selected.
2. That this written criteria be totally accepted and adhered to by all including Board of Trustees, administration and faculty.

PLAN I - continued

IV. Pressure and Administration:

1. Department Chairmen pressure administration for what department members desire.
2. Convincing logical argumentation with administrators.
3. Greater interactivity on educational level involving administrators and department members.
4. Department members responsible directly to department head.
5. Administrators more open to the demands of department chairman.
6. Joint meeting of administrators and department chairmen at least once a year--if discord arises, senate should step in.
7. Department head be vested with autonomy.
8. Chairmen of department represent consensus of department members' opinions, not their own opinions only.

PLAN II

The activities of the college must be the concern of every faculty member. Responsible judgment requires genuine and informed involvement. In order for the faculty to discharge its responsibility for governance as outlined in the 1966 AAUP "Statement on Government of Colleges and Universities" which has been endorsed by the American Association of University Professors, the American Council on Education and the Association of Governing Boards of Universities and Colleges, we therefore propose that there be formed a General Faculty Assembly (composed of both administrative and instructional staff) which shall meet at least once a semester or more often according to need.

This assembly will be concerned with policies of governance which would, of course, affect the growth and development of the college.

The assembly will elect committees to deal with the various areas of concern such as those listed on the "Faculty-Participation Planning Form."

These committees will work out proposals which will be submitted to the General Faculty Assembly, for approval or disapproval.

The recommendations of the General Faculty Assembly are, in turn, to be submitted to the Board of Trustees for concurrence. In the event of disagreement by the Board of Trustees, its decision with carefully specified reasons for it shall be returned to the General Faculty Assembly for reconsideration. If the General Faculty Assembly persists in its recommendation, it will resubmit its recommendations with any revisions and additional supportive arguments to the Board of Trustees for final concurrence.

N.B. It is to be emphasized that the General Faculty Assembly in no way alters the role of the present Faculty Senate.

CRITICISM OF "ADMINISTRATORS"

1. Proliferation of needless committees.
2. Faculty Senate already has powers suggested.
3. No provision is made for the President's interest and approval.
4. Subcommittees only complicate matters.

CLARIFICATIONS BASED ON CRITICISMS FROM "ADMINISTRATORS"

1. "General Faculty" includes both the administrative and instructional staff. Therefore, the President's interest and approval are taken into consideration.

2. This proposal would not multiply needless committees. It would rather result in a consolidation of committees. Further, the committees elected by the General Faculty Assembly would be policy-making committees. They should not be confused with the committees of the College which implement those policies.

3. The Faculty Senate does not have the power to make policy, but only the power to implement policies already established.

4. We are proposing the very procedure the "Administrators" are following in rejecting our proposal.

FURTHER CLARIFICATIONS REGARDING THE IMPLICATIONS OF THIS PROPOSAL

1. The number of committees on which one is allowed to serve will be limited. It is necessary to get more members of the faculty involved in the actual process of forming policy. There is a need for even distribution of the committee work.

2. Eligibility for voting for, and service on, the committees is restricted to those who have completed two years of service on the staff of the College.

3. The structure of the committees includes an automatic resignation clause. At the discretion of the committee, three consecutive absences will be considered a resignation. The vacant position will be filled by a special election by the General Faculty Assembly, or by appointment.

4. All agendas for committee meetings must be published at least one week in advance.

5. All minutes of a non-confidential nature shall be distributed to all members of the General Faculty Assembly.

6. All major proposals to either committees or the General Faculty Assembly must be submitted and read at the meeting preceding the meeting at which a vote is scheduled.

What kind of pressure shall be brought to bear on the Administrators if they continue to reject the proposal submitted?

(To begin with, it is to be stressed that the complete resolution with supportive argument would have already been given to the administrators from the very start.)

If this proposal is persistently rejected then the following could be done:

1. Bring all the possible moral pressure on the administration. Stress what percentage of the instructional faculty are in agreement with the proposal. (This would, of course, be meaningful if there were the concurrence of a great majority of the faculty.) Point out the problems which the administration's obstinance would involve.

2. Have representative members of the faculty meet with members of the Board of Trustees individually.

3. Then, of course, there is the necessity of listening to alternatives suggested by the administration. It may be necessary to compromise. Above all, we must all reason together.

4. Solicit the support of various academic and professional societies which are interested.

5. Enlist student support. If necessary, the support of the student body, via the student council, regarding the faculty position on policy could be enlisted.

6. Arbitration--selection of arbiters agreeable to both sides.

7. Demonstrations, strikes.

FACULTY TEAM-WORK NOT INCORPORATED IN PLANS

A. Promotion and Tenure:

1. A committee be composed of four faculty members elected by the Faculty Senate and four by the faculty at large.
2. Faculty seeking promotion submits data together with request.
3. The department head submits his recommendations.
4. The Academic Dean submits an independent appraisal of each candidate.
5. Recommendations of the Committee and of the Academic Dean are given to the President who submits them together with his own to the Board of Trustees.

B. Academic Standards:

1. The Administration, with faculty participation, form an Admissions Committee.
2. There must be concern for the IMAGE of the College; therefore, admissions standards must be high enough to compare favorably with other institutions of higher learning.
3. The College should attempt to distribute grades according to normal curve. Establishing an intramural standard seems necessary in order that grading reflect a common level of achievement.

APPENDIX A. IV

ACTION, DRAFTS, AND FINAL PLAN FOR INCREASED FACULTY-PARTICIPATION IN COLLEGE GOVERNMENT

FACULTY-PARTICIPATION IN ACADEMIC GOVERNMENT
(Revised Proposal)

I. College Growth and Development:

1. There is a need for the establishment of good, sound admissions standards.

2. There should be more faculty-participation in forming admissions policies and also in selection of students.

3. According to the nature of college, the college serves unique needs of the community in which the college exists. Hence, there should exist

    a. A volunteer committee to define the needs of the community.

    b. A committee to work with the administration in charge of development.

4. All departments should receive the same kind of investment of energies from administration.

5. Roles should not overlap, i.e., between administrators and department heads in work concerning college growth.

6. Faculty concern for expansion at the expense of quality of education should be avoided.

II. Revised Faculty-Assembly:

The activities of the college must be the concern of every faculty member. Responsible judgment requires genuine and informed involvement. In order for the faculty to discharge its responsibility for governance as outlined in the 1966 AAUP "Statement on Government of Colleges and Universities", which has been endorsed by the American Association of University Professors, the American Council on Education and the Association of Governing Boards of Universities and Colleges, it is proposed that there be formed a General Faculty Assembly (composed of both administrative and instructional staff) which shall meet at least once a semester, or more often according to need. (Lines of authority must be drawn up.)

1. This assembly will be concerned with policies of governance which would, of course, affect the growth and development of the college.
2. The assembly will elect committees to deal with the various areas of concern such as those listed on the "Faculty-Participation Planning Form".
3. There should be greater concern for limitations for serving on committees, e.g., the required number of years of service before being allowed to serve on some committees.
4. These committees will work out proposals which will be submitted to the General Faculty Assembly for approval or disapproval.
5. The recommendations of the General Faculty Assembly.are, in turn, to be submitted to the Board of Trustees for concurrence. In the event of disagreement by the Board of Trustees, its decisions, with carefully specified reasons for them, shall be returned to the General Faculty Assembly for reconsideration. If the General Faculty Assembly persists in its recommendations, it will resubmit them to the Board of Trustees for final concurrence.

N.B. The Senate would be a sub-group of the "General Assembly"; however, it is to be emphasized that the General Faculty Assembly in no way alters the role of the present Faculty Senate.

III. Selection of Administrative Officials:

1. Written criteria should be established, in consultation with the appropriate faculty group, for the filling of administrative positions.
2. These written criteria should be totally accepted and adhered to by all, including the Board of Trustees, administration and faculty.

IV. Interactive Coordination with Administration:

1. Department chairmen should represent the concensus of the opinions of department members to the Administration, not only their own opinions.
2. There should exist means for convincing logical argumentation with administrators.

3. There should be greater interactivity on an educational level between administrators and department members.

4. Department members should be directly responsible to the department chairman.

5. Administrators should be more open to the needs of department chairmen.

6. There should be joint meetings of administrators and department chairmen, at least once a year; if discords arise, the senate should step in.

7. Department heads should be more intimately involved in decisions concerning their departments.

8. There should be close adherence to policies outlined in the 1966 AAUP "Statement on Government of Colleges and Universities".

Minutes of the Committee on Reorganization of the Administrative Council

1. The Chairman called the attention of the Committee to the Message from the President's Desk, dated April, 1968, in which excerpts of the A.A.U.P. "Statement on Government of Colleges and Universities" appeared.

2. The Chairman informed the Committee of the Faculty Senate's recent endorsement of the A.A.U.P. Statement. He stated further that the Senate had directed him to request this Committee to consider recommending to the President rapid implementation of the directives contained in the statement.

3. The author of the Simulation Sessions joined the Committee and explained the material circulated to faculty relative to the outcome of the Simulation Sessions held during the past year. She stated that specific suggestions had been submitted to the President of M.C.D. They are:

   a) That by April 16, 1968, letters should go to all faculty explaining the proposals which came out of the Simulation Sessions.

   b) That by April 22, 1968, a committee should be formed to examine further materials from the sessions.

   c) That by May 1, 1968, a list of proposals which could be implemented in 1968 be presented to the Faculty.

   d) That by September 20, 1968, there should be final implementation of the proposals.

4. Discussion focused around the questions members were asked at the last meeting to be prepared to deliberate upon at this meeting. There was concensus that there could be no substantive change in the definition of the General Faculty since this group is specifically defined in the Faculty Manual. However, a General Faculty Assembly could be more inclusive. The Committee was in agreement that the following should be members of a General Faculty Assembly, in addition to the General Faculty as defined in the Manual.

   Dean of Women
   Dean of Men
   Director of Financial Aid and Placement
   Director of Health Service
   Director of Testing and Guidance
   Director of Admissions
   Director of Recruitment

Supervisor of Student Residence
Director of Auxiliary Enterprises
Director of Student Center
Superintendent of Buildings and Grounds
Budget Director
Accounting Director
Assistant Librarians (2)
Director of News and Information
Academic Counselor

The Vice-President submitted the premise that the Faculty Senate should be concerned in academic matters, and that the General Faculty Assembly should have two major functions -- deliberative and consultative. He felt the General Faculty Assembly could be a powerful force to get things through the President to the Board of Trustees. He proposed an organizational structure through which matters originating in both the academic and administrative realms would be submitted to the General Faculty Assembly for action. Deliberative action would be taken on these matters and recommendations made to the President, and when necessary, through the President to the Board of Directors. Special Committees of the Assembly could be established for consultative purposes when this would seem feasible before action is taken by the General Faculty Assembly. It was also proposed that the word "Faculty" be eliminated from the name of the group and that it be known as the General Assembly. No action was taken on this proposal.

5. The formation of a President's Council was discussed, including what positions should be assured on this Council. One of the members presented some thoughts on this and agreed to work on a plan and submit in writing at the next meeting. The Vice-President also agreed to present a written plan at that time.

6. Another member investigated a study done in 1963 and 1964 by the National Association of Student Personnel Administrators (NASPA) concerning the role of students in college governance. This study indicated a favorable attitude toward student participation in the majority of colleges studied. Conclusions seemed to indicate student participation to be beneficial to students, faculty, and administration. He recommended consideration of student inclusion on selected college committees. The Registrar reported on a successful plan presently in effect at Clark College, whereby students are members of all committees except the President's Council, Board of Trustees, and Admissions. There was a general feeling among members of this Ad Hoc Committee that students should be judiciously placed on selected committees, or at least that provisions should be made for their inclusion at a later date.

7. It was moved by the Controller, seconded by a faculty member and passed unanimously that the author of the Simulation Sessions be asked to attend the next meeting of this Ad Hoc Committee. She agreed to do so.

8. The Committee agreed that an invitation be extended to the President to attend its meeting on April 29, 1968.

9. Another member impressed upon this committee the importance of moving toward something operational, since the Administrative Council has been held in abeyance during the past academic year. He felt an interim plan should be formulated for immediate use.

10. The author of the Simulation Sessions also agreed to bring organizational plans to the meeting on April 29.

First Draft of Proposal

Proposal:

There shall be a Council composed of the President of the College, the Vice-President, the Academic Dean, the Registrar, the Dean of Student Services, and the Controller, in addition to four faculty representatives (five elected, one selected by the Faculty Senate), and two student representatives as outlined below.

This body shall be a decision-making body, having responsibility to make policy, subject only to the approval of the President and the Board of Trustees, in all areas concerning the welfare of the college as a whole. (These latter matters are to be handled by the Senate, with the necessary concurrence of the entire faculty body where indicated, e.g., Manual approval and the like, as provided in the revised Manual.)

The student representatives shall be the President of the Student Council and another student, or their designated alternate, who shall attend and vote whenever the nature of the discussion warrants it.

Members of the faculty, the administration not represented on the Council, and the administrative staff may also attend when they request to do so or are invited because of the nature of the discussion.

Procedures and general guidelines regarding matters of jurisdiction, monthly preparation and publication of the agenda, distribution of minutes, the necessity of convening an entire college convocation upon occasion, and related matters can be developed by the Council as it begins to function over the next academic year.

Advantages:

This proposal, related only to the structure of the Council and, incidentally, to its jurisdiction, relationships, and methods of functioning, permits us to move away from the issue of community assemblies in addition to faculty assemblies which have so far delayed committee deliberations. In view of the fact that this (the structure and function of the Council) was the specific point to which the President, initially at least asked us to address ourselves, this limitation has merit. The representation of non-academic interests can be served by the non-academic members of the Council and by the deliberations of that body (in which teaching faculty representation is in a minority) as to whether all-college assemblies should be convened either regularly or upon special occasions. Retaining the name of "Administrative Council" should simplify matters.

First Draft - Continued

Disadvantages:

This proposal begs the question of all-college assemblies, leaving that decision up to the Council itself next year. The representation of non-academic interests will have to be channeled through the non-academic members of the Committee, with participation by individuals concerned in special problem areas as the occasion demands. (An elected representative, selected from the ranks of administration and staff members, could be suggested, but would probably be countered with a request for increased faculty participation, in all combining to make for too unwieldy a body.) This proposal also delays the question of full-time student participation as well as the question of parity for students, but the same reservation with regard to size of the body obtains here. The Council can decide next year about increasing student participation, in time and numbers, if it sees fit.

FINAL PROPOSAL OF COMMITTEE USING MATERIALS DEVELOPED DURING SIMULATION SESSIONS

The membership of the Faculty Senate voted tentative endorsement of the following proposal. The proposal was submitted by the Ad Hoc Committee of the Administrative Council, which was established to study the organization of that body.

The Senate endorsement was given subject to an exact definition of the authority and jurisdiction of the proposed council and its relation to the Faculty Senate and to the Educational Policies Committee. A revised organizational chart of the College illustrating these relationships was deemed a pre-requisite for further endorsement, which should not be construed as final approval.

The Proposal: There shall be a College Council[1] composed of the President of the College, the Vice-President, the Academic Dean, the Registrar, the Dean of Student Services, and the Controller, in addition to six faculty members (five elected, one selected by the Faculty Senate), and two student members as outlined below.

This body shall be a decision-making body, having responsibility to make policy, subject to the approval of the President and the Board of Trustees, in all areas that concern the College as a whole.

---

[1] Members of the Faculty Senate suggested "The Council of the College" as an alternative and perhaps better title.

The student representatives shall be the President of the Student Council and another student elected or appointed by the student body. Student representatives shall attend and vote whenever the discussion warrants. It is strongly recommended by this committee[2] that full student participation be implemented in 1969-70.

Members of the faculty, the administration not represented on the Council, and the administrative staff may also attend when they request to do so or are invited because of the nature of the discussion.

Procedures and general guidelines regarding matters of jurisdiction, preparation and publication of the agenda, distribution of minutes, the necessity of convening an entire college convocation upon occasion, and related matters can be developed by the Council as it begins to function over the next academic year.

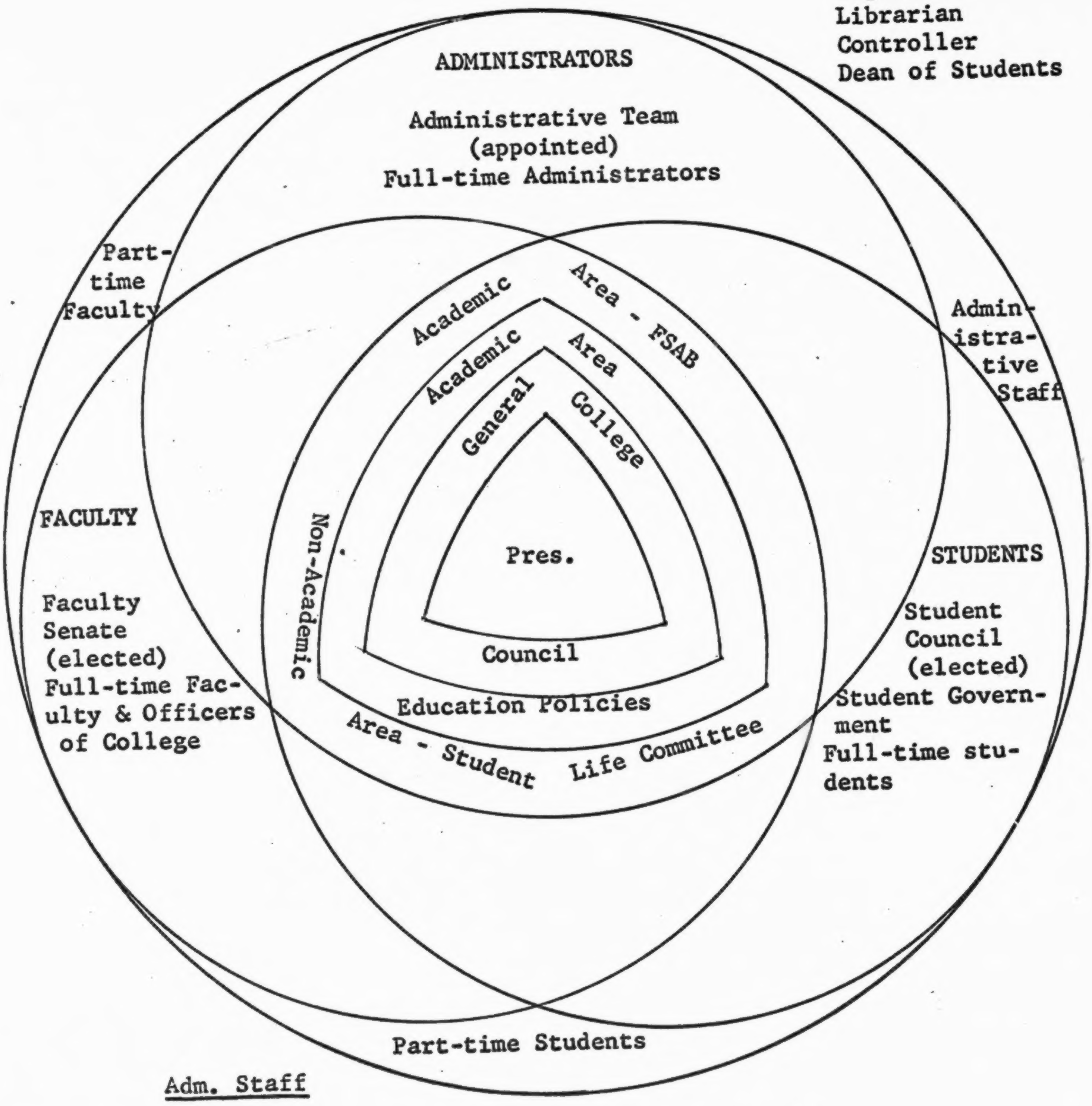
---

[2] The Ad Hoc Committee of the Administrative Council.

ORGANIZATIONAL CHART

GENERAL COLLEGE ASSEMBLY

Officers of College
President
Academic Dean
V.P. for Development
Registrar
Librarian
Controller
Dean of Students


ADMINISTRATORS
Administrative Team (appointed)
Full-time Administrators
Part-time Faculty
Administrative Staff
Academic Area - FSAB
Academic Area
General College
Pres.
Council
Non-Academic
Education Policies
Area - Student Life Committee
FACULTY
Faculty Senate (elected)
Full-time Faculty & Officers of College
STUDENTS
Student Council (elected)
Student Government
Full-time students
Part-time Students

Adm. Staff

Dean of Men
Dean of Women
Dir. of Financial Aid
Health Services
Dir. of Testing & Guidance
Dir. of Admissions
Assoc. Dir. of Admissions
Dir. of Residence

Asst. Librarians
Accountant
Budget
Dir. of Maintenance & Grounds
Dir. of Auxiliary Enterprises
Dir. of Student Center
Academic Advisor
Chaplain

APPENDIX B. I

COLLEGE ORGANIZATION QUESTIONNAIRE (PRETEST)

December, 1967

Dear Faculty Member,

In an attempt to initiate activities and organization patterns which will promote greater faculty participation in college government, we ask your cooperation in completing the enclosed instruments.

Please read the directions carefully; please complete all sections. One part is marked optional; you may choose not to answer this one section. It will take about a half-hour to complete the forms.

It is necessary to code the forms in order to keep all the data from one person together on the computer, both from these forms and the shorter ones to be distributed in May. In order to assure complete anonymity, you are asked to choose any combination of digits and/or letters and write these in the six spaces at the top of the first sheet. Please make note of this code, so that you can use it again in May. We suggest you avoid using the codes (1 2 3 4 5 6), (6 5 4 3 2 1), (a b c d e f), and (f e d c b a); any other combination is fine. Duplication is not too likely. You might elect to use the first six digits of your license plates, social security number, etc., if this will be easier to remember than a random selection.

We ask you to complete these forms without consultation with your colleagues in order to have independent data.

When the data are collected and sorted, you will be notified of our next step. If you have any comments or suggestions, we will be glad to hear from you.

Please return these forms at your earliest convenience. Thank you.

Sincerely yours,

Sister Caroline Mary Gillin RSM
Sister Caroline Mary Gillin, R.S.M.

PROFESSIONAL PROFILE

☐	☐	☐	☐	☐	☐
(1)	(2)	(3)	(4)	(5)	(6)

Please choose a six-digit number or letter combination; please remember this code so that it can be used again after the simulation session.

Number of years of teaching at the college where you are now teaching ____ (7-8)

Number of years of teaching at other private colleges ____ (9-10)

Number of years of teaching at public colleges ____ (11-12)

Total number of years of teaching in higher education ____ (13-14)

Number of years of administrative work in higher education ____ (15-16)

17. Sex: Male ____ (1)
Female ____ (2)

18. Member of Religious Order: Yes ____ (1)
No ____ (2)

19. Age: 20-30 __ (1)
31-45 __ (2)
46- __ (3)

20. Specialization:
Social Sciences ____ (1)
Humanities ____ (2)
Sciences ____ (3)
Fine Arts ____ (4)
Professions ____ (5)
Administration ____ (6)
Other ____ (7)

OPTIONAL: If you ranked yourself, where would you be in a scale of five between:

		1	2	3	4	5	
21.	conservative	☐	☐	☐	☐	☐	liberal
22.	introvert	☐	☐	☐	☐	☐	extrovert
23.	conformist	☐	☐	☐	☐	☐	non-conformist
24.	person-oriented	☐	☐	☐	☐	☐	subject-oriented
25.	dependent	☐	☐	☐	☐	☐	independent
26.	management	☐	☐	☐	☐	☐	unions

COLLEGE DESCRIPTION PROFILE (A)

This is an attempt to define the organizational pattern of an "ideal" college. Please read through the list of modifiers on the left of this page. Then place the letter of the most important one in the first square at the right, then place the letter of the least important one in the twelfth square of the right column. Continue this process until you have the letters of the six most important characteristics in the first six squares, 1 - 6, and the six least important qualities of the "ideal" college written in the lower set of squares, 7 - 12.

---

a) Clear-cut division of labor

b) Communication is informal

c) Purpose is "the graduate"

d) Faculty members usually know each other well

e) High degree of specialization

f) Hierarchy of authority

g) People are intrinsically important

h) Relationships are personal

i) Administrators are impersonal in their contacts with other administrators and faculty

j) Faculty is group-oriented

k) Purpose is not easy to define; it's more than producing "the graduate" or "knowledge"

l) Authority is clearly circumscribed

m) Faculty are self-oriented

n) Roles are not too differentiated

o) Community of scholars

p) Formally established rules and regulations governing administrative decisions

q) Relationships are business-like

r) Bureaucratic organization

s) Feeling of togetherness

t) Tradition is important

u) Faculty are impersonal toward students

v) Consensus is important

w) Representative democratic structure

1. ☐ (27)
2. ☐ (28)
3. ☐ (29)
4. ☐ (30)
5. ☐ (31)
6. ☐ (32)

7. ☐ (33)
8. ☐ (34)
9. ☐ (35)
10. ☐ (36)
11. ☐ (37)
12. ☐ (38)

COLLEGE DESCRIPTION PROFILE (B)

The list below is the same as that printed on the previous page. This time you are asked to pick the characteristic that best describes the organizational pattern of the college in which you teach; place this letter in the first square in the right-hand column. Then find the characteristic which is most obviously missing at your college and place this letter in the twelfth square in the right-hand column. Then find the next characteristic most descriptive of your college and place its letter in the second square at the top of the right-hand column. Continue this process until you have the six qualities most characteristic of your college's organizational pattern in the first six squares of the column on the right, and the six least descriptive ones in the lower set of squares, 7 - 12.

---

a) Clear-cut division of labor

b) Communication is informal

c) Purpose is "the graduate"

d) Faculty members usually know each other well

e) High degree of specialization

f) Hierarchy of authority

g) People are intrinsically important

h) Relationships are personal

i) Administrators are impersonal in their contacts with other administrators and faculty

j) Faculty is group-oriented

k) Purpose is not easy to define; it's more than producing "the graduate"

l) Authority is clearly circumscribed

m) Faculty are self-oriented

n) Roles are not too differentiated

o) Community of scholars

p) Formally established rules and regulations governing administrative decisions

q) Relationships are business-like

r) Bureaucratic organization

s) Feeling of togetherness

t) Tradition is important

u) Faculty are impersonal toward students

v) Consensus is important

w) Representative democratic structure

1. ☐ (39)
2. ☐ (40)
3. ☐ (41)
4. ☐ (42)
5. ☐ (43)
6. ☐ (44)

7. ☐ (45)
8. ☐ (46)
9. ☐ (47)
10. ☐ (48)
11. ☐ (49)
12 ☐ (50)

FACULTY PARTICIPATION PROFILE

Please comment on the following by checking the rating scale (one is low; seven is high)

	1	2	3	4	5	6	7
1. Degree of your participation in college government (51)							
2. Degree to which faculty should participate in college government (52)							
3. Degree to which you would like to participate in college government (53)							

You are asked to do three things in this section.

First: List five areas of college government in which you think the faculty should participate.

Second: Then rank them by placing a number 1 - 5 in the box before each statement. Use each number only once; one is the most important in your list, two, the next in importance, and so on down to five.

Third: Finally, rate the degree to which the faculty are now involved in these matters by checking the rating scale (one is low; seven is high).

		(66 - 78)						
	(54 - 65)	1	2	3	4	5	6	7
☐								
☐								
☐								
☐								
☐								

Please read the statements numbered 1-12. Then decide at what point your college is on the continuum. Circle that number. Circle only one number. (79-80)

1	2	3	4	5	6	7	8	9	10	11	12
Little Participation											Much Participation

1. No information given to faculty, either about current situations or in advance of proposed changes.

2. Some information given about current situations, but never about proposed changes until the change occurs.

3. Brief notice of a proposed change given shortly before the change occurs.

4. Brief notice of a proposed change given shortly before the change, along with a few reasons for the change.

5. Reports sought from faculty of problems they encounter in accomplishing their role.

6. Notice of proposed change and full explanation for this change given well in advance.

7. Faculty notified of a proposed change in advance, and an opportunity offered to faculty to express reactions and suggestions on the proposed change if they desire to do so.

8. Faculty's ideas or suggestions sought generally.

9. Faculty notified in advance of a proposed change, and group discussions arranged so that faculty can comment on whether the proposed change is the best plan or whether some modification would result in a better plan.

10. Faculty told of a problem, and group discussions conducted to discover the best way to handle the problem, but the final decision made by the administration in the light of the ideas and suggestions advanced by the group.

11.. Faculty and administration tackle problem as a group and after consideration and discussion decide upon solution, but the administration holds right of veto power.

12. Administration and faculty functioning as a group tackle the problem and solve it, using the best available methods for group functioning.

ORGANIZATION DESCRIPTION

As you read these statements, try to relate them to the organizational pattern of the college in which you teach. Place an 'X' in one of the seven spaces to show the nearness of your college organizational pattern to either side.

Example:

	1	2	3	4	5	6	7	
More men than women on the faculty	__:	__:	__:	__:	__:	__:	__:	More women than men on the faculty.

If, from your observation, you decide the two groups are about equal, your 'X' would be placed in the middle space (4); if you decide there are more men, you would have to decide on their approximate proportion and mark an 'X' either in space 1, 2, or 3. If you decide there are more women, you will place an 'X' in either space 5, 6, or 7, depending on how you determine the proportion.

	1	2	3	4	5	6	7	
1) Administration usually feels responsibility for achieving college goals; faculty usually feel little responsibility for achieving college goals.	__:	__:	__:	__:	__:	__:	__:	Faculty feel real responsibility for college goals and are motivated to act in ways to implement them. (2:7)
2) Favorable cooperative attitudes throughout the college with mutual trust and confidence.	__:	__:	__:	__:	__:	__:	__:	Competition for status results in a lack of trust towards peers. (8)
3) Dissatisfaction to moderate satisfaction with regard to faculty status in the college, and one's own achievement.	__:	__:	__:	__:	__:	__:	__:	Relatively high satisfaction throughout the college with regard to faculty status in the college and one's own achievement. (9)
4) Much interaction and communication with both individuals and groups.	__:	__:	__:	__:	__:	__:	__:	Little interaction and communication aimed at achieving college objectives. (10)

ORGANIZATION DESCRIPTION - continued

	1	2	3	4	5	6	7	
5) Information flow is mostly downward.	__:	__:	__:	__:	__:	__:	__:	Information flow is down, up, and with peers. (11)
6) Downward communication may or may not be viewed with suspicion.	__:	__:	__:	__:	__:	__:	__:	Downward communication is generally accepted, but if not, openly and candidly questioned. (12)
7) Upward communication is limited.	__:	__:	__:	__:	__:	__:	__:	Good deal of upward communication. (13)
8) Faculty feel relatively little responsibility to communicate upwards, usually only upon request.	__:	__:	__:	__:	__:	__:	__:	Considerable responsibility felt to communicate, and much initiative taken in communicating upward. (14)
9) Good to excellent faculty communication.	__:	__:	__:	__:	__:	__:	__:	Fairly poor communication (adequacy and accuracy) among faculty. (15)
10) Extensive, friendly interaction with high degree of trust and confidence.	__:	__:	__:	__:	__:	__:	__:	Little interaction and usually with some condescension on the part of the administration. (16)
11) Substantial amount of cooperative teamwork throughout the college.	__:	__:	__:	__:	__:	__:	__:	Very little cooperative teamwork. (17)
12) Policy-decisions are made at the top; many decisions within prescribed framework at lower levels.	__:	__:	__:	__:	__:	__:	__:	Decision-making widely done throughout college, although linking process provided by overlapping groups. (18)

ORGANIZATION DESCRIPTION - continued

	1	2	3	4	5	6	7	
13) Decision makers are aware of some problems, unaware of others, at faculty levels in the college.	__:	__:	__:	__:	__:	__:	__:	Decision makers are quite well aware of problems of the faculty. (19)
14) Decisions often made at levels appreciably higher than levels where most adequate and accurate information exists.	__:	__:	__:	__:	__:	__:	__:	Overlapping groups and group decision processes tend to point where information is most adequate or to pass the relevant information to the decision-making point. (20)
15) Decision-making is based on group patterns, encourages teamwork.	__:	__:	__:	__:	__:	__:	__:	Decision-making is based on man-to-man pattern of operation. (21)
16) Except in emergencies, goals are usually established by means of group participation.	__:	__:	__:	__:	__:	__:	__:	Policies issued, opportunity to comment may or may not exist. (22)
17) Excessive turnover.	__:	__:	__:	__:	__:	__:	__:	Low turnover. (23)
18) Fair to good teaching.	__:	__:	__:	__:	__:	__:	__:	Excellent teaching. (24)
19) Roles not too differentiated.	__:	__:	__:	__:	__:	__:	__:	Clear-cut division of work. (25)
20) Purpose is more than producing the 'graduate' or knowledge.	__:	__:	__:	__:	__:	__:	__:	Purpose is the 'graduate.' (26)

ORGANIZATION DESCRIPTION - continued

	1	2	3	4	5	6	7	
21) Representative democratic structure.	__:	__:	__:	__:	__:	__:	__:	Formally established rules and regulations governing administrative decisions. (27)
22) Administrators come from the faculty.	__:	__:	__:	__:	__:	__:	__:	High degree of specialization in administration. (28)
23) Consensus is important.	__:	__:	__:	__:	__:	__:	__:	Hierarchy of authority. (29)
24) Business-like relationships between administration and faculty.	__:	__:	__:	__:	__:	__:	__:	Personal relationships between administration and faculty. (30)
25) Company of equals.	__:	__:	__:	__:	__:	__:	__:	Authority is clearly circumscribed. (31)
26) Faculty are group-oriented.	__:	__:	__:	__:	__:	__:	__:	Faculty are self-oriented. (32)
27) Business-like relationships between faculty and students.	__:	__:	__:	__:	__:	__:	__:	Personal relationships between faculty and students. (33)
28) Rigid hierarchy of status.	__:	__:	__:	__:	__:	__:	__:	Administrators come from the faculty, and after a period of time, return to the faculty. (34)
29) Faculty usually know each other well.	__:	__:	__:	__:	__:	__:	__:	Business-like relationships among faculty. (35)

Briefly write a statement illustrating one time you really felt you participated in the government of the college in which you now teach. (36)

Briefly write a statement illustrating one instance in which you felt you should participate in the government of the college in which you now teach, but were not allowed the opportunity. (37)

IMPORTANT: Did you code the data on the first page with a six-digit and/or letter combination? Have you made note of it so that you can use the same code in May? THANK YOU.

APPENDIX B. II

COLLEGE ORGANIZATION QUESTIONNAIRE (POSTTEST)

Dear Faculty Member:

To begin the comparisons for my dissertation experiment, I ask you to please complete the attached abbreviated form of the College Organization Questionnaire. This one should not require more than fifteen minutes to read and fill out.

Please use the same code number that you used on the first questionnaire. If you did not complete the first form, but would like to respond to this one, please choose a six-digit number and/or letter combination and write it in the spaces provided for the CODE. Please complete the form whether or not you participated in the Simulation Sessions.

It is urgent that I receive the completed forms as soon as possible. If you are not on campus during this first summer session, I have included a stamped, self-addressed envelope for your convenience.

Thank you for your cooperation.

Sister Caroline Mary Gillin

Please complete and return these forms even if you will not be on this College Campus any longer. Thank you.

(1)	(2)	(3)	(4)	(5)	(6)

FACULTY PARTICIPATION PROFILE (2)

Please comment on the following by checking the rating scale (one is low; seven is high).

	1	2	3	4	5	6	7
1. Degree to which it seems you will participate in college government (38)							
2. Degree to which faculty should participate in college government (39)							
3. Degree to which you would like to participate in college government (40)							

(Please go on to the next page)

COLLEGE DESCRIPTION PROFILE (B-2)

To complete this form, choose the characteristic that seems to best describe emerging organizational pattern at the college in which you teach; place this letter in the first square in the right hand column. Then find the characteristic which seems to be most obviously missing in the emerging organizational pattern at your college, and place this letter in the twelfth square in the right hand column. Continue this process until you have the six qualities most characteristic of your college's emerging organizational pattern in the first six squares of the column on the right, and the six least descriptive ones in the lower set of squares 7-12.

---

a) Clear-cut division of labor
b) Communication is informal
c) Purpose is "the graduate"
d) Faculty members usually know each other well
e) High degree of specialization
f) Hierarchy of authority
g) People are intrinsically important
h) Relationships are personal
i) Administrators are impersonal in their contact with other administrators and faculty
j) Faculty is group-oriented
k) Purpose is not easy to define; it's more than producing "the graduate"
l) Authority is clearly circumscribed
m) Faculty are self-oriented
n) Roles are not too differentiated
o) Community of scholars
p) Formally established rules and regulations governing administrative decisions
q) Relationships are business-like
r) Bureaucratic organization
s) Feeling of togetherness
t) Tradition is important
u) Faculty are impersonal toward students
v) Consensus is important
w) Representative democratic structure

1. ☐ (41)
2. ☐ (42)
3. ☐ (43)
4. ☐ (44)
5. ☐ (45)
6. ☐ (46)

7. ☐ (47)
8. ☐ (48)
9. ☐ (49)
10. ☐ (50)
11. ☐ (51)
13. ☐ (52)

(Please go on to the next page)

Please read the statements lettered 1-12. Then decide at what point your College is now on the continuum. Circle that number. Circle only one number. (53-54)

Circle only one number.

1	2	3	4	5	6	7	8	9	10	11	12
Little Participation											Much Participation

1. No information given to faculty, either about current situations or in advance of proposed changes.

2. Some information given about current situations, but never about proposed changes until the change occurs.

3. Brief notice of a proposed change given shortly before the change occurs.

4. Brief notice of a proposed change given shortly before the change, along with a few reasons for the change.

5. Reports sought from faculty of problems they encounter in accomplishing their role.

6. Notice of proposed change and full explanation for this change given well in advance.

7. Faculty notified of a proposed change in advance, and an opportunity offered to faculty to express reactions and suggestions on the proposed change if they desire to do so.

8. Faculty's ideas or suggestions sought generally.

9. Faculty notified in advance of a proposed change, and group discussions arranged so that faculty can comment on whether the proposed change is the best plan or whether some modification would result in a better plan.

10. Faculty told of a problem, and group discussions conducted to discover the best way to handle the problem, but the final decision made by the administration in the light of the ideas and suggestions advanced by the group.

11. Faculty and administration tackle problem as a group and after consideration and discussion decide upon solution, but the administration holds right of veto power.

12. Administration and faculty functioning as a group tackle the problem and solve it, using the best available methods for group functioning.

(Please go on to the next page.)

Please check the correct response:

(55) I participated in the Simulation Session. Yes______(1)

No______(2)

If you checked "Yes", please respond to these items.

On the scale of 1-9, please circle the number at the point that you think simulations could be of value in effecting change. Please answer this as it could be, not as it may have been during the local simulation session.

LOW 1 2 3 4 5 6 7 8 9 HIGH (56)

Please rank (from 1-5) these values of simulation for promoting change:

_________ (57) Anonymity of each simulator

_________ (58) Possibility for "way-out" thinking

_________ (59) Safety of each simulator

_________ (60) Other: please write in ____________________

____

_________ (61) Other: please write in ____________________

____

Please check disadvantages:

_________ (62) Too much time is needed

_________ (63) Lack of true guarantee that results will be used

_________ (64) Expensive (paperwork)

_________ (65) Time consumed in preparation

_________ (66) Other: please write in ____________________

____

_________ (67) Other: please write in ____________________

____

Thank you for your cooperation. Please be sure you wrote your Code in the box on the first page of the Questionnaire. Kindly return this form as soon as possible to Sister Caroline Mary Gillin in the enclosed envelope. Thank you.

APPENDIX B. III

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP) CHECK-LIST

FACULTY PARTICIPATION CHECK-LIST

1. Person(s) who has primary responsibility for:

AREA	Board of Trustees	Pres.	Dean	Dept. Chairman	Faculty Committee	General Faculty
Curriculum						
Subject Matter						
Methods of Instruction						
Requirement for Degrees						
Policies & Procedures Governing Salary Increases						
Faculty Appointments						
Faculty Reappointments or Non-reappointments						
Faculty Promotion						
Faculty Tenure						
Faculty Dismissal						

2. How do these persons acquire their office?

	Appointed by Pres., Dean, or Board of Trustees	Some Appointed by Pres. or Dean	Some Elected by Faculty	All Elected by Faculty	Some Ex Officio	Faculty are Consulted
President						
Dean						
Department Chairmen						
Committees						
Senate						

APPENDIX C. I

CORRESPONDENCE: ADMINISTRATION

October 17, 1967

*
Dear Madam President:

In order to complete a simulation activity which hopefully could culminate in purposeful plans and methodology for faculty involvement in administration, these steps are necessary:

A. An instrument to obtain a college organization profile, a faculty involvement profile, and a personal-professional profile will need to be completed by the faculty. (This is in the pilot stage now. You, of course, will see and approve a copy before it is distributed.)

B. Three meetings must be scheduled, preferably during the second semester.

   1. A general faculty meeting, lasting about four to five hours. It is at this meeting that the simulation or college planning exercise would occur. The faculty would receive a preliminary guideline. (January)

   2. A meeting of representatives from the simulation teams to consolidate the work of the first teams. (February)

   3. A general faculty meeting at which the final suggestions would be presented and commitments would be made by the administration. This would not be spontaneous. The deliberations would have been sent to you for study and consultation with other administrative and Board members. You would then have to decide the critical issue: If faculty participation is to occur, how many of their plans can be implemented now or in the near future. (April)

C. Another instrument will be distributed to the faculty to measure any differences of opinion about college description and involvement.

Letter - continued

You realize the risk involved. If simulation is allowed only to be a game, with no tangible results, you could have a problem on your hands, either openly or with the result of negativism in the future.

May I have a written reply giving your consent to the experiment, in addition to your signature of approval on this letter. Thank you.

Sincerely yours,

Sister Caroline Mary Gillin, R.S.M.

SCM:dw

Approved by:

(Signature)
President

*Name is not included for reasons of anonymity.

March 28, 1968

*

Dear Madam President:

Two phases of the study, "Simulation as an Innovative Practice to Promote Faculty Participation in College Government," are now partially completed. The instruments to obtain profiles of college organization, faculty involvement, and personal-professional characteristics have been distributed and returned. Two meetings have also taken place (Simulation Session I and Simulation Session II). A copy of the revised results of the two meetings is enclosed.

If you will recall, in the letter sent to you on October 17, 1967, you agreed on a third meeting or response:

> ...A general faculty meeting at which the final suggestions would be made by the administration...(See the enclosed copy of the letter.)

After that response, another brief instrument will be distributed to the faculty, which would attempt to measure any differences of opinion about college description and faculty involvement in academic government.

I am prepared to mail these to the faculty any time in April or May.

Thank you for your cooperation.

Sincerely yours,

Sister Caroline Mary Gillin

SCM:dw
enclosures

*Name is not included for reasons of anonymity.

APPENDIX C. II

CORRESPONDENCE: FACULTY

December 4, 1967

Dear Colleague,

You will recall that at the faculty meeting on Monday, November 27, we announced a study on faculty participation in academic governance. This communication will further outline the project.

Early next week you will receive measurement forms which you will be asked to complete. Using the data from these forms, simulation sessions will be developed which will take place on two consecutive days in January so that everyone will be able to participate. More information about these sessions will be distributed early in January.

Following this, a more definitive simulation session will occur in February. At this time faculty members elected during the first sessions and the administration will participate in similar activities which will refine the decisions made in January.

At the end of April or early in May, a shorter form of the first measurement device will be distributed for completion.

We will be most grateful for your support, your questions, and your suggestions.

Sincerely yours,

Sister Caroline Mary Gillin

January, 1968

Dear Faculty Member:

A great number of the questionnaires designed to describe college governance profiles have been returned. There are still several that have not been returned. I urge you to do so at your earliest convenience. If you have lost or mislaid your copy, please let me know and I will send you another.

If you have been hesitant about completing and returning it due to the information asked for on the Professional Profile page, feel free to answer only the items on that page you care to; however, please write in a code number.

As soon as possible, I will send a sample questionnaire to those faculty members who have asked for a copy.

You do not oblige yourself to participation in the simulation sessions by completing and returning the questionnaire.

Thank you for your cooperation,

Sr. Carolina Mary Gillin

January 15, 1968

Dear Faculty Member:

May I please have all the questionnaires on faculty views of college organizational and governance patterns by this Friday, January 19. If you have mislaid your copy, please let me know and I shall send you a duplicate copy.

Early next week you will receive a complimentary copy of the AAUP "Statement on Government of Colleges and Universities." One section is devoted to the role of the faculty in academic governance.

Later that week you will receive a notice of the Simulation Session which is tentatively set for the week of February 5. I hope you will be able to attend.

Again, I urge you to complete and return the questionnaire by this Friday, January 19. If I can be of any assistance to you, please let me know.

Sincerely yours,

Sr. Caroline Mary Gillen

Box 153

February 3, 1968

Dear Faculty Member:

As you will recall, the experimental portion of my dissertation has three phases:

1. The completion of a College Organization Questionnaire.
2. Simulation Session on Faculty Participation in Academic Government.
3. Completion of an Abbreviated Form of the College Organization Questionnaire.

Most of Phase I is completed; any faculty members who have not completed the Questionnaire are urged to do so in order that an integrated picture of college organization will be possible.

Phase II: Simulation in educational planning can be described as a "competitive" device used by planning teams for maximum achievement of given objectives. In this case the objectives have been determined by the faculty: the areas of academic government in which faculty see a need to participate.

The nature of simulation allows a person to assume a role, and, therefore, assures great freedom in exploring problems and solutions. This will be an opportunity for you to work with interested persons in finding ways to implement faculty goals. Only Faculty members will participate in Simulation I; they will assume faculty and administrator roles. No administrator will be present.

Letter - continued

In outline form the session looks like this:

Persons Involved: Faculty Teams
"Administrator" Teams

Time: Approximately three hours.

Period	Faculty Teams	Administrator Teams
First	Each team proposes ways of implementing faculty participation in college government as suggested from the lists provided to them.	Each team prepares criteria to evaluate the desirability and consequences of the plans which will be proposed by the Faculty Teams.
Second	Faculty Teams clarify their proposals at the requests for more information.	Administrator Teams evaluate the proposals and introduce further problems.
Third	Faculty Teams defend and explain their plans to the Administrator Teams.	Administrator Teams determine which plans are better and why.

Finally, each Team chooses one person who will participate as a member of Simulation Session II, which will be held in March; at that time actual Administrators will comprise one Team. This second session would not take longer than an hour and a half. The objectives of the second session would be the presentation of the simulator objectives to the administrators with any necessary clarification. Finally, the Administration would have to present (later in the semester) its position on the simulator recommendations.

Letter - continued

In order to plan for the Session it is urgent to know who will attend.

Date:	Thursday, February 15, 1968
Time:	1:00 - 4:00 p.m.
Place:	Student Center
Simulation Consultant:	Miss Elinor Gollay Abt Associates Cambridge, Massachusetts

The Dean has said that anyone desiring to participate may arrange his classes. I hope that an adequate representation from the various departments will participate.

Besides finding simulation as adequate for the resolving of faculty wishes, you may find that simulation is a suitable teaching technique. Many classes are being taught in this manner. Miss Gollay will distribute materials that describe simulation as a teaching technique.

Please complete the enclosed card and return it as soon as possible.

If you have any questions or suggestions, please feel free to contact me.

Thank you for your cooperation,

Sister Caroline Mary Gillin
Box 153

SCM:nh

March 15, 1968

Dear Participant:

The materials to be used for Simulation Session II are being sent to you today; participants of Simulation Session I suggested that these materials be distributed before the actual simulation.

If you have time, you might like to read part or all of both sections. The first section describes the activities for Simulation Session II; it includes a description of your role and your name tag. The roles are randomly assigned. The second section contains the proposals, criticisms, and reactions developed by the participants of Simulation Session I.

Please bring these materials with you on the day of the Simulation. (TUESDAY, MARCH 19, at 2:00 p.m.) If you have any questions or comments, feel free to contact me.

Thank you for the contribution of your time.

Sincerely yours,

Sister Caroline Mary Gillin

April 1, 1968

Dear Faculty Member:

The two Simulation Sessions devoted to promoting faculty participation in Academic Government have taken place. On February 15, 1968, during the first Simulation Session, faculty members developed several compromise plans for faculty participation in academic government. On March 19, during Simulation Session II, elected representatives of the first group worked with Administrative representatives on the first set of plans.

This final proposal has now been submitted to the Administration of your college for consideration and reaction. A copy of the final proposal will be on reserve in the Learning Resource Center for anyone who would like to review it.

If you recall, in my letter of February 3, 1968, I wrote that the "Administration would . . . present . . . its position on the simulator recommendations." After that reaction, you will receive an Abbreviated Form of the College Organization Questionnaire.

Thank you for your continued cooperation.

Sincerely yours,

Sister Caroline Mary Gillin, RSM
Sister Caroline Mary Gillin, R.S.M.

SCMG/mjc

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AUTOBIOGRAPHICAL STATEMENT

Name: Sr. Caroline M. Gillin

Birth: September 16, 1932

Education:

Elementary School, SS. Peter and Paul, Detroit, Michigan (1946)
High School, Our Lady of Mercy, Detroit, Michigan (1950)
Bachelor of Arts, Mercy College, Detroit, Michigan (1960)
Master of Education, Wayne State University, Detroit, Michigan (1964)
Doctor of Education, Wayne State University, Detroit, Michigan (1969)

Positions:

Teacher, Junior High Schools (1952-1962)
Faculty, Mercy College of Detroit (1962-1969)
Graduate Research Assistant, Mt. Clemens Community School District, Mt. Clemens, Michigan (1967)
Graduate Research Assistant, Wayne County Intermediate School District's Project REMIDY (1968)
Chairman, Teacher Education Department and Grant Administrator, CORD (Consortium for Development of Research Potential in Education), Mercy College of Detroit (1968-1969)

Honors:

Bachelor of Arts (Magna Cum Laude); Lambda Iota Tau; Delta Epsilon Sigma; Kappa Delta Pi

Awards:

Nominated by the Michigan State Board of Education as a Charter member of the Multi-State Education Project Reaction Panel (1966-1968
Recipient of federally funded institutes:
  National Research Training (August, 1967)
  Research Management Training (June, 1968)
  Simulation in College Instruction (July and August, 1968)
  Office of Education Fellow (1969-1970)

Memberships:

American Educational Research Association; Association for Student Teaching; National Education Association; Michigan Education Association